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ABSTRACT

This resource unit, used either at the end of the 8th grade course or as an alternate course during non-election years in grade nine, provides an area study on the Middle East. Since emphasis in each of the five previous units designed for grade nine is on the American economic system and problems, this particular unit offers a contrasting study of economic systems. The unit also touches upon foreign policy and problems facing America in the Middle East. Arranged in a format similar to other Project Social Studies units, the unit is set upon a double page format to help teachers see the relationship between objectives, content, and teaching strategies and materials. (Author/SJM)

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Grade Nine
UNIT VI: THE MIDDLE EAST

RESOURCE UNIT

SO 005452

These materials were developed by the Project Social Studies Curriculum Center of the University of Minnesota under a special grant from the U.S.Office of Education (Project HS-045).

1968

OBJECTIVES

This unit should make progress toward helping pupils learn the following:

GENERALIZATIONS

1. A given culture is an integrated whole, based on fundamental postulates or values.

   a. The basic values and organization of a society both affect and are affected by the religious views and organizations.

2. A person's frame of reference affects his perceptions and interpretations.

   a. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

3. In different societies or in differing groups within a society, some emotions and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

4. An individual or a group brought up in one culture and thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

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5. The structure of the family varies from society to society and even within the same society.

    a. Although age and sex are principles used in all societies to differentiate status and role within the family, the specific roles differentiated by these principles are organized very differently from society to society.

6. Families in different cultures have different functions. Family functions may vary over time and from group to group within a society.

7. Whenever things valued by a society are scarce, there will be differentiated access to and control of those scarce things by sub-groups within the society.

    a. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

8. The nature of discrimination and prejudice against a specific group is the result of particular interactions over time.

9. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious levels.

10. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of the people whom they know, the aggression may be turned against others who become scapegoats.

11. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural norms and values.

12. Although culture is always changing, certain parts or elements may persist over long periods of time.

    a. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

        1) Culture traits may change through a process of innovation from within.

        2) Culture traits may change through a process of diffusion.

            a) People who are in contact with each other are likely to borrow cultural traits from each other.

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a process of diffusion.

a) People who are in contact with each other are likely to borrow cultural traits from each other.

b) Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

3) Change in society is likely to occur more frequently or readily in the less basic, emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

b. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1) All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.

a) Changes in the family are reflected in other institutions and changes in other institutions are reflected in the family.

2) Technological change may create serious problems in a society.

c. Persistence of cultural traits may be the result of the lack of exposure to conditions which further change.

d. The more a social change threatens or appears to threaten the traditional values of a society, the greater the resistance to that change.

e. Some values are conducive to change; some make change difficult.

    1) Cultural change is more likely to occur in societies in which people believe that a high degree of mastery over nature and social conditions is possible.

f. Certain aspects of the social structure may inhibit marked social change and innovation. (Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.)

g. People usually do not discard a cultural trait completely; they are more likely to modify it to fit new situations.

    1) Even when a major reorganization of society takes place, not all culture is completely modified.

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successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques to be used. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling of need for it and enables them to work out adjustments in their own way.

13. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which include only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.

14. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

15. Conflict serves to establish and maintain the identity and boundary lines of societies and groups.

    a. Conflict with another group leads to the mobilization of the energies of group members and hence to increased cohesion of the group.

16. Coalitions and temporary associations may result from conflict where primarily pragmatic interests of the participants are involved. Struggle may bring together otherwise unrelated persons and groups.

17. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

18. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

19. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)

    a. War seems to be the result of multiple, interrelated causes.

    b. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas from other countries, it helps give rise to feelings of nationalism.

20. The international system may be looked at as a series of power relationships.

    a. There are many sources or bases of national power in dealing with other nations.

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1) Military capacity is an important
factor in the development of
national power in dealing with ot
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2) Differences in population, resourc
and industrial capacity are re-
flected in differences in nationa
power; that is to say, they are
important bases or components of
national power.

b. Nations may pool their power behind
common goals in varying systems of
alliances and combinations.

c. Nationalism leads to a high degree o
intense support within a country for
certain goals and means of achieving
goals.

1) Nationalism leads to a high degre
of intense support within the
country for the goals and instru-
ments a nation chooses to use in
international affairs.

21. Foreign policy considerations are affec
by ideology, considerations of national
self-interest, perceptions of power re-
lationships among countries, expectatio
about how other nations will act, and
domestic problems at home.

22. Ideologies are important for the structure they give to a social system, the answers they give to ambiguous situations, and the cues for responses they suggest.

    a. Ideologies affect people's perceptions of the facts.

23. The individual citizen approaches the political process with a complex of political attitudes, outlooks, values, and goals. (He may know nothing of the political system and so may be forced to take all of his political cues from a political leader or organization; or he may be knowledgable about the political system).

24. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

25. Decision-making is affected by a number of factors.

    a. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

    b. Decision-makers react to public opinion, but in differing degrees, dependin

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c. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

d. The institutions of government, informal or formal, constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus influence those decisions. (Informal institutions include traditional norms.)

   1) They limit access to decision-makers.

   2) They set the procedures of decision-making.

   3) They set the powers of the decision-makers,

   4) They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

e. Executive decisions are limited by many factors: permissibility, available resources, available time, available information, and previous commitments.

26. A law or policy must be effectuated and applied; in that process the whole

decision-making and influence process goes on again.

27. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.

28. Political power is distributed unevenly through a population.

    a. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.

29. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern governments; they are very likely really oligarchies. The scope of government and the variety of clienteles demands a variety of skills that one man does not possess.

    a. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of the many.

    b. Recent oligarchies have often been symbolized by the political leader.

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Instead of demanding the full and total loyalty to the abstraction of the state, the regime personalizes tha
loyalty in the leader.

c. Since democracy is the chief political expectation of the times, oligarchies have to accept the symbols and forms of democracy, if not its substance.

  1) Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention, and expertise.

    a) Control of political communicati
    is effective control of politica
    behavior.

30. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic under-lying values. (There is a difference in value assumption about the individual, his worth and competence.)

  a. The democratic system includes the following values: respect for the individual and for individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.

  b. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

c. Political scientists have long assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are but most suggest common values, a communication system, a stable society, and a minimum economic well-being.

  1) Democracy does not bear up well in societies in which basic dissatisfactions with the social institutions prevail and become the focus of political competition.

31. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.

32. One party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of interparty competition.

33. Temperature is affected by such factors as distance from the equator, elevation, distance from warm water bodies, wind direction, temperature, ocean currents, and physical features which force winds to rise.

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35. Vegetation is affected by temperature, precipitation, and soil.

    a. Differing crops need differing amounts of rainfall and differing temperatures.

        1) The amount of moisture needed for vegetation and crops is affected by the time of year when the area receives most of its moisture and by the temperature of an area.

            a) The time of year when an area receives its precipitation is important to agriculture. If it comes during the growing season, it makes it easier to grow crops.

            b) The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops in these regions than in regions which are not so hot.

36. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind and rivers which move soil, and by how man treats the soil.

37. Nature changes the face of the earth through biotic and physical processes.

38. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

a. Population distribution reflects man's values, perceptions, and technology as well as physical features of an area.

b. The significance of location depends upon cultural developments both within and outside of a country.

c. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

d. Man changes the character of the earth; irrigation makes it possible to grow crops on land which otherwise would be too dry.

e. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

f. Societies inhabiting similar areas tend to have similar environmental problems. However, the solution to those problems will depend upon the cultural perceptions of the various peoples, as well as upon the environmental situation.

39. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity or variability from one place to another.

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a. Unevenly distributed phenomena from distinctive patterns on the map.

b. Population is distributed unevenly over the earth's surface; many of the land areas are thinly populated.

   1) A country with a large population and a limited amount of fertile land will have extremely high population densities on fertile land.

40. Overpopulation represents a lack of balance between available income and population. The concept is relative and is defined by the value patterns and expectations of a particular culture. The starvation of a large proportion of the society amounts to absolute overpopulation.

41. Living levels do not rise unless output of production grows at a faster rate than population.

   a. In an agricultural economy the rate of food production must increase as rapidly as the population if a given level of living is to be maintained.

42. Changes in birth and death rates may have important effects on a society.

43. A region is an area of one or more homogeneous features. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

a. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.

44. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

45. Certain basic economic questions related to allocation are resolved in some fashion by every society, although perhaps in no other way than by tradition. These questions are: (1) What and how much of each good and service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the people?

46. In all societies people have certain economic goals. Although some economic goals are much alike, different societies place differing emphasis upon them and even have quite different goals.

a. People tend to work hardest at those jobs for which they receive the greatest incentive (monetary and non-monetary).

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47. Living levels in the U.S. are high compared to those in most countries.

    a. Differences in productivity and in levels of living may result from differences in the stage of development.

    b. Poor living conditions, long hours of hard work, poor diet and poor health affect a person's ambition and his ability to work.

48. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

    a. Economic output is affected by the quality of labor as well as the quantity of labor. The quality of labor is affected by health conditions.

        1) The quality of labor is usually increased by education and training.

    b. Output can be increased by technologica
progress in the development of tools and machines and power to replace manpower.

    c. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

1) The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

49. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

   a. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

   b. Many economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems, reciprocal relationships are combined with a market system or a command system or both.

   c. Economic systems are usually mixed.

50. Government spending affects the distribution of goods and services.

   a. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.

SKILLS

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SKILLS

1. Attacks problems in a rational manner.

    a. Identifies value-conflicts.

    b. Defines terms.

    c. Sets up hypotheses.

        1) Refines hypotheses by defining terms.

        2) Figures out ways of testing hypotheses.

    d. Considers alternative courses of action.

2. Locates information efficiently.

    a. Locates information by using the index in books.

    b. Uses Reader's Guide to locate information.

    c. Uses appropriate references to locate information.

3. Gathers information effectively.

    a. Reads for main ideas.

    b. Listens for main ideas.

c. Draws inferences from charts.

    1) Draws inferences from graphs.

4. Evaluates information and sources of information.

    a. Identifies basic assumptions.

        1) Identifies and examines assumptions to decide whether or not he can accept them.

    b. Identifies cultural assumptions.

    c. Checks on the completeness of data.

5. Uses effective geographic skills.

    a. Draws inferences from maps.

        1) Draws inferences from a comparison of different map patterns of the same area.

    b. Uses maps to depict information in order to identify patterns in data.

    c. Uses maps to organize and illustrate data.

6. Organizes and analyzes data and draws conclusions.

    a. Applies previously-learned concepts and generalizations to new data.

b. Identifi

c. Categori

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data.

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    2) Devel

e. Draws in

f. Tests, r
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ATTITUDES

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previously-learned concepts
ralizations to new data.

b. Identifies differences in data.

c. Categorizes data.

d. Constructs charts and graphs to present data.

    1) Prepares graphs to clarify data.

    2) Develops charts to clarify ideas.

e. Draws inferences from data.

f. Tests, refines, and eliminates hypotheses and works out new ones when necessary.

g. Generalizes from data.

    1) Revises generalizations in the light of new data.

h. Considers possible consequences of alternative courses of action.

ATTITUDES

1. Is curious about social data and human behavior and wishes to read and study further in the social sciences.

2. Is sceptical of the finality of knowledge; considers generalizations and theories as tentative, always subject to change in the light of new evidence.

3. Respects evidence even when it contradicts prejudices and preconceptions.

4. Searches for evidence to disprove hypotheses, not just to prove them.

5. Is sceptical of single-factor theories of causation.

6. Is sceptical of panaceas.

7. Feels a sense of responsibility for keeping informed about current problems.

OBJECTIVES	OUTI
A. IS CURIOUS ABOUT SOCIAL DATA. G. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity or variability from one place to another.	I. The Middle East is an area of which is of great importance of the world. A. The Middle East has varied and varied cultures.

OCIAL DATA.

ributed unevenly
urface, resulting
or variability
another.

OUTLINE OF CONTENT

I. The Middle East is an area of great diversity, it is also an area which is of great importance to the United States and to the rest of the world.

   A. The Middle East has varied physical features, varied land use, and varied cultures.

TEACHING PROCEDURES

Initiatory Activities

1. Show the class a series of photographs, in the form of a single concept loop, if possible. These photographs should illustrate the varied landscape, peoples, economic forms, and cultures of the Middle East. The pictures should also illustrate the extreme wealth and the extreme poverty of the area.

   Afterwards, ask: What did these pictures have in common? The class may generalize that they have only differences in common or that they are not alike. Some may suggest that they were taken in the same part of the world. If so, ask: In what part of the world do you think they were taken? Some may suggest that the pictures show both a desert-like environment and non-desert areas and may suggest that they were taken in the Middle East. If not, tell them where they were taken.

   Now ask: If these photographs were all taken in the Middle East, what might you generalize about the area? The discussion should develop the idea that there are a great many differences in the area. The discussion may also bring out the fact that the area may differ in some ways from pupils' preconceptions of it.

2. If this unit is studied at the end of the eighth grade course on Our Political System, tell the class that they are now going to study this area which shows so many variations. They will look at some of the foreign policy problems which our country faces in its dealings with the area. They will also compare the political systems found in the area with the political system of the U. S.

   If this unit is studied at the end of the ninth grade course on Our Economic System and Socio-Economic Problems, tell the class that they are now going to study the area of the world shown in these pictures. They will find that it has a number of serious economic problems which they should compare with those in this country. They should also compare the economic systems of the different countries with our own.

ING PROCEDURES

es of photographs, in the form of a single concept
hese photographs should illustrate the varied
conomic forms, and cultures of the Middle East.
lso illustrate the extreme wealth and the extreme

t did these pictures have in common? The class
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ask: In what part of the world do you think
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ed at the end of the ninth grade course on Our Econ-
-Economic Problems, tell the class that they are
area of the world shown in these pictures.
has a number of serious economic problems which
th those in this country. They should also com-
ems of the different countries with our own.

MATERIALS

The teacher can develop his own single concept loop from a wide variety of picture sources. If it is not possible to make such a loop or slides, use an opaque projector to project pictures from magazines and books. The single concept loop is preferable, since photos can be presented in rapid succession to create an impression of contrast.

S. Draws inferences from maps. G. Political boundaries are man-made and frequently do not follow any natural physical boundaries. G. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.	B. No standard boundary de Eastern region can be l
G. Regions are delimited on many different bases, depending upon the purpose of the study. Some are delimited on the basis of a single phenomenon, some on the basis of multiple phenomena, and some on the basis of functional relationships.	1. The name Middle East ticular region, and t something. These nam ropean and later Amer
S. Applies previously-learned concepts and generalizations.	2. How the region is def social scientist.

ences from maps.

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B. No standard boundary delimitation exists by which a Middle Eastern region can be located precisely geographically.

1. The name Middle East implies a relationship with a particular region, and the name Near East implies nearness to something. These names are part of the tradition of European and later American ethnocentrism.

2. How the region is defined depends upon the purpose of the social scientist.

3. Show the class a physical map of the Middle East. Ask pupils to identify the natural boundaries of the area and the nations which belong to the Middle East. Hopefully, pupils will see that the area has few natural boundaries that would serve to identify a geographic area or region and that they differ on which countries should be included in the Middle East.

4. Ask: Do you think that the people who live in this area (point in a general way to the Middle East) call the place where they live "the Middle East?" If not, how do you think the area got its name? (Or, after showing the students a world map, ask: What is this area east of? What area is it in the middle of? What area is it near to?) The students should see that the area is east of Europe, or the British Isles, and perhaps about half way to India or China. They will hopefully hypothesize that the area was named by the Europeans and Americans.

5. Show the class the maps on pages 2 and 4 of Rivlin and Szyliowicz. Ask: Why do you think different people define the Middle East so differently? What is a region? Are those who fail to define the Middle East as other social scientists do just in error? (These questions should help pupils review what they learned about regions

a physical map of the Middle East. Ask pupils to atural boundaries of the area and the nations which Middle East. Hopefully, pupils will see that the atural boundaries that would serve to identify a a or region and that they differ on which countries uded in the Middle East.	A physical wall map of the Middle East or a transparency of such a map and an overhead projector.
think that the people who live in this area (point in to the Middle East) call the place where they live ast?" If not, how do you think the area got its name? owing the students a world map, ask: What is this area What area is it in the middle of? What area is it e students should see that the area is east of Europe, h Isles, and perhaps about half way to India or China. efully hypothesize that the area was named by the Americans.	A wall map of the world.
s the maps on pages 2 and 4 of Rivlin and Szyliowicz. you think different people define the Middle East so What is a region? Are those who fail to define the s other social scientists do just in error? (These uld help pupils review what they learned about regions	Rivlin and Szyliowicz, The Contemporary Middle East, Tradition and Innovation, pp. 2, 4.

G. A region is an area of one or more homogeneous features. The core area is highly homogeneous, but there are transitional zones where boundaries are drawn between different regions.

G. Political boundaries are man-made and frequently do not follow any natural physical boundaries.

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a. Some scholars define the Middle East as a culure area because it contains a pattern of life that is distinct from the ways of life in other societies. (i.e. There are common ways of thinking, feeling, and behaving that stem from a common tradition and heritage.)

   1) There is considerable variation in the name given to the area. Such names as "the Arab World," the "Islamic World," and the "Muslim World," are used in reference to the Middle East or portions of it.

   2) There are some difficulties in defining the area as a culture area.

      a) While the majority of the cultural stock of the area is Arab, there are many minorities such as the Kurds and Berbers, and there are non-Arab countries such as Israel, Turkey, and Iran.

      b) While the religion of the area is predominantly Islam, there are many non-Islamic peoples within the area, such as Christians and Jews.

   3) Those who define the area as a culture area are likely to include most of North Africa and may include an area which extends eastward into Pakistan.

b. Some social scientists see the Middle East as a physical region with a distinctive climate which affects types of agriculture and ways of life.

c. For the purposes of this unit, the Middle East could be defined as the area involved in the Arab-Israeli conflict.

and regionalization in the fifth grade course.) Hopefully, pupils will define a region as a man-made abstraction that can be defined in any way that is most useful. Some will say that a region must have some factors in common to be called a region or area. Others may say that there can be only one "true" way of defining a region. Use this discussion to clarify the meaning of region and regionalization. (If necessary, use some of the kinds of activities suggested in the unit on the Overview of the United States in grade five to help pupils understand the concept of region.)

Discuss the different criteria for defining the region of the Middle East in the two maps which the class has just seen. What difficulties might arise from defining the area in terms of a culture region? (Do not explain all of the difficulties, but ask questions designed to help pupils understand that there is not a homogeneous culture in Israel and in the Arab states. Suggest that they look for other evidence to support or contradict the idea of a culture region in this area as they study the unit.) Point out that the class does not yet have enough data to decide whether or not the criteria used in the other map makes sense. They should try to come to some conclusions about this system of regionalization after studying the unit.

Suggest to the class that they might define the Middle East as that area involved in the Arab-Israel conflict.

A. IS CURIOUS ABOUT SOCIAL DATA AND HUMAN BEHAVIOR AND WISHES TO READ AND STUDY FURTHER IN THE SOCIAL SCIENCES.

A. FEELS A SENSE OF RESPONSIBILITY FOR KEEPING INFORMED ABOUT CURRENT PROBLEMS.

G. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)

G. War seems to be the result of multiple, interrelated causes.

G. Nationalism leads to a high degree of intense support within the country for the goals and instruments a nation chooses to use in international affairs.

G. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which include only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.

C. The Middle East has long bee
which has broken into two wa
Arabs and Israel have receiv
friends among countries on d
cold war conflict, military
the Arabs and Israel poses a

D. Conflicts between nations te
It is difficult to identify

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C. The Middle East has long been a center of tension and conflict which has broken into two wars since World War II. Since the Arabs and Israel have received military supplies and have friends among countries on different sides of the east-west cold war conflict, military conflict in the Middle East between the Arabs and Israel poses a threat to world peace.

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onversion of the enemy.

D. Conflicts between nations tend to have many and complex causes. It is difficult to identify any one causal factor as primary.

6. Have each pupil make up a list of words that he associates with the Middle East. Or during class discussion ask the pupils to identify words that they associate with the Middle East. These words should be listed on the chalkboard. Along with stereotyped words such as Arabs, camels, and pyramids, it is likely that many pupils will mention the word conflict. Ask the class why so many of them associate conflict with the Middle East. Some will undoubtedly mention the Arab-Israeli War. Tell the class that this unit will focus to some extent upon this conflict and the possibility of a renewal of the conflict. Pupils should consider what they think the U. S. stand should be on the conflict and should try to analyze the factors which will affect our foreign policy decision-making in this area.

   If this unit is being studied at the end of the ninth grade course, point out that we cannot really come to any reasoned decisions about our own policies toward the Arab-Israeli conflict in the area until we know more about the socio-economic problems of the area. Therefore, the unit will include considerable emphasis upon these problems.

7. Have each pupil read a case study on the Arab-Israeli War of 1967. They should attempt to answer the questions contained in the case study.

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e considerable emphasis upon these problems.

a case study on the Arab-Israeli War of 1967.
to answer the questions contained in the case

Case Study ; "The Arab-Israeli
War of 1967."

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. War seems to be the result of multiple, interrelated causes.

G. A person's frame of reference affects his perceptions and interpretations.

G. The significance of location depends upon cultural developments both within and outside of a country.

1. Some of the shor
Arab-Israeli War

   a. The Egyptian
   port of Eliat.

   b. Israeli's tra
   the West rath
   would not be
   Gulf of Aquaba

S **Uses Reader's Guide to locate information.**

G. War seems to be the result of multiple, interrelated causes.

   c. Raids by both

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1. Some of the short-range causal factors related to the Arab-Israeli War of 1967 were:

   a. The Egyptian blockade of the Gulf of Aquaba and the port of Eliat.

   b. Israeli's trade patterns. (Israel tends to trade with the West rather than the East. Her significant trade would not be cut off by an Egyptian blockade of the Gulf of Aquaba and the port of Eliat.)

   c. Raids by both sides into each other's territory.

   (While raids by the Arabs and the Israelis on each other's territory seem to have increased in the period just before the war, these raids had been common for a long period of time.)

8. Now hold a class discussion in which you ask pupils to try to identify the causes of the conflict. Have the class examine a large scale map of Israel, showing the Gulf of Aquaba and the port of Eilat. Ask: Would this port of Eilat seem to be a major port or the major port of Israel ? Now show the class statistics of imports and exports moving through Israeli ports in 1966 and early 1967. Ask: Do these statistics seem to support your ideas about the importance of the port of Eilat? How important is it as compared to the ports on the Mediterranean Sea? Why do you think that this is so? Is the relative importance of Israel 's ports the result of physical features of harbors? of access to natural resources? of cultural factors (such as cultural ties with certain countries and trade relations with them)?

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9. Have pupils read newspaper or magazine accounts of Arab raids on Israeli territory during late 1966 and early 1967. Perhaps it would be possible to locate Israeli protests made to the Arab nations or to the United Nations concerning these raids. Ask: Were these raids sufficient provocation for war? How did the Israelis retaliate short of war? Have pupils check the magazines and newspapers of the period to find out if these raids occured prior to 1966-1967. Conclude the discussion by asking pupils if they think that the Egyptian blockade of the Gulf of Aquaba and the raids were the only causes of the Arab-Israeli War of 1967. Hopefully, pupils will suggest that there were other, more important and long-range causes of the war. If not, use questions about the U.S. Civil War and the American Revolution (which pupils will have studied in an earlier course) to bring out the difference between long-range causal factors and short-range or precipitating factors and the effects of people's cultural biases upon their perception of causes.

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discussion in which you ask pupils to try to identify
conflict. Have the class examine a large scale map
g the Gulf of Aquaba and the port of Eilat. Ask:
f Eilat seem to be a major port or the major port of
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ces? of cultural factors (such as cultural ties with
and trade relations with them)?

Large-scale map of Israel or Middle East.

newspaper or magazine accounts of Arab raids on Israeli
late 1966 and early 1967. Perhaps it would be possible
protests made to the Arab nations or to the United
g these raids. Ask: Were these raids sufficient prov-
How did the Israelis retaliate short of war? Have
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uses of the war. If not, use questions about the U.S.
American Revolution (which pupils will have studied in an
o bring out the difference between long-range causal
-range or precipitating factors and the effects of
biases upon their perception of causes.

Use *Reader's Guide to Periodical Literature* to locate articles available in school library.

S. Sets up hypotheses.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

2. Using one of many po
causal factors relat
geographic, economic
political. Students
as the following: (
by others.)

   a. There is a shorta
   natural resources
   Israelis came into
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   b. The Arabs and the
   These beliefs and
   so different and
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   c. The traditions an
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   d. The basic attitud
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   f. Political viewpoi
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   Arab states and I

2. Using one of many possible conceptual models, long-range causal factors related to this war may be classified as geographic, economic, religious, historical, natural, and political. Students might create working hypotheses such as the following: (These explanations have been offered by others.)

   a. There is a shortage of usable agricultural land and natural resources in the Middle East. The Arabs and Israelis came into conflict over the ownership and use of these lands and resources.

   b. The Arabs and the Jews have different religious beliefs. These beliefs and the associated value structures are so different and opposed to each other that conflict between people holding them was inevitable.

   c. The traditions and heritage (historical background) of the Arabs and Jews were so different that it was impossible for any understanding to take place between them, and conflict was inevitable.

   d. The basic attitudes and values, social, political, and economic institutions of the two cultures were so different that conflict was inevitable when the two cultures came into contact.

   e. Both the Arab nations and Israel produce similar goods and sell to the same market. Economic necessity brought them into conflict.

   f. Political viewpoints, particularly involvement in the East-West power struggle, made conflict between the Arab states and Israel inevitable.

10. Ask: What do you think may have been some of the long range causes of the 1967 war? (Stimulate pupils to draw upon what they know or think they know about the Middle East to set hypotheses about these causes. They may be able to build working hypotheses somewhat on the order of those suggested in the outline of content. If not, do not lead them at this point, but go on to activity #11. If pupils do develop a good list of hypotheses, omit activity #11 since it would present evidence about hypotheses before pupils have had a chance to explore the hypotheses using maps and other sources of information.)

    Tell the class that they should write the list of hypotheses in their notebooks and should try to check them as they study the unit. Review with the class the scientific attitude when checking hypotheses--of looking for evidence to disprove, not just to prove hypotheses.

S. Uses Reader's Guide to locate information.

S. Identifies basic assumptions.

S. Sets up hypotheses.

G. The world is a community of interdependent countries. (Important happenings in one part of the world affect other parts.)

S. Applies previously-learned concepts and generalizations to new data.

G. The decision-maker reacts to pressures from people outside of government.

G. Any decision is in part the product of the internalized values, the perceptions, and the experiences of the person making the decisions.

G. Executive decisions are limited by many factors: permissibility, available resources, available time, available information, and previous commitments.

E. U. S. policies toward the Ara
by many factors.

1. The American public is di
Arab-Israeli conflict, bu
opinion in support of Isr

2. American economic interes
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Arab countries.

3. Our allies in Western Eur
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4. Israel has been on the si
Cold War struggle.

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decisions are limited
actors: permissibility,
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information, and previous
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E. U. S. policies toward the Arab-Israeli conflict are complicated by many factors.

1. The American public is divided in its attitudes toward the Arab-Israeli conflict, but there is considerable public opinion in support of Israel.

2. American economic interests are involved in terms of trade relations and in terms of American oil interests in the Arab countries.

3. Our allies in Western Europe are highly dependent upon supplies of Arab-controlled oil.

4. Israel has been on the side of the U. S. in the east-west Cold War struggle.

11. If you find that it is necessary for your students to do further research before hypothesizing about the long-range causes of the war, have them read a number of analyses of the situation written by newsmen and news analysts. This might be done as a committee activity or by individual students, depending upon the availability of materials in the school library. As many different sources as possible should be consulted in order to obtain many different points of view. Pupils should try to identify the stated or unstated assumptions expressed in the articles about the long-range causes of the war. They should report on them to the class and use them in developing a class list of hypotheses to be tested during the rest of the unit.

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12. Ask each member of the class to imagine that he is a member of the Senate Foreign Policy Committee from a specific state. It is his responsibility to help formulate American policy toward the Middle East. Ask: What political considerations might you have to keep in mind as you formulate this policy? What economic considerations would be relevant to the decision? To what extent would it be necessary to consider the position of American allies other than Middle Eastern nations? Each student should write a brief statement of what he would consider the best policy for the U. S. to have followed during the Israeli-Arab crisis of 1967.

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Now have students assume that they are the President of the United States. They should write a policy statement for him, after they have considered the factors which would affect his policy. They should write a brief comment explaining any difference between the two policy statements.

it is necessary for your students to do further
hypothesizing about the long-range causes of the
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ews analysts. This might be done as a committee
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tudent should write a brief statement of what he would
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s assume that they are the President of the United
ould write a policy statement for him, after they
the factors which would affect his policy. They should
ment explaining any difference between the two policy

Use Reader's Guide to Periodical Literature to locate articles.
Use news magazines such as Life, Time, U.S. News, Newsweek, Look, etc. Also consult local library files of newspapers for editorials and articles.

(Have some be from New York, some from a state with a small Jewish population, some from their own state.)

G. Foreign policy considerations are affected by ideology, considerations of national self interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems at home.

S. Figures out ways of testing hypotheses.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

13. Have the class analyze the position papers developed in activity #12. They should locate at least three alternative positions: to support Israel, to support the Arabs, or to remain neutral. (Perhaps have a committee read pupils' papers to identify different positions. Ditto these for class discussion.) Have the class try to decide which position the U. S. should have taken, given all of the political, economic, and foreign policy considerations. This discussion should help pupils understand that there is no "correct" position that would satisfy all of the considerations concerned. Do not attempt to reach closure on these positions. Rather, attempt to foster free class discussion based on the positions taken by the different class members. As the discussion develops, ask pupils to clarify their positions, give evidence for their points of view, examine their positions in terms of long-range consequences, etc. The purpose of this activity is to help pupils realize that they do not, as yet, have sufficient evidence to make rational policy decisions.

14. Ask: If we don't have enough evidence to make up our minds about policy decisions now, what do we need to do? (Try to get pupils to understand the need to collect data to test hypotheses about the causes of the Arab-Israeli War and to find out more about the international situation at the time.) Have pupils suggest the kinds of data which they need to collect to test their hypotheses.

G. Population is distributed unevenly over the earth's surface; many of the land areas are thinly populated.

G. Unevenly distributed phenomena form distinctive patterns on the map.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Sets up hypotheses.

S. Refines hypotheses by defining terms.

II. The Arabs and the Israelis us
their countries in terms of t
and levels of technology.

A. Population is distributed

1. There are some areas wh

2. Some other areas have s
densities in the world.

a. The U. S. has a popu
mile.

b. Some parts of Egypt
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the earth's surface;
land areas are thinly

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II. The Arabs and the Israelis use the physical environment in their countries in terms of their cultural values, perceptions, and levels of technology.

A. Population is distributed very unevenly in the Middle East.

1. There are some areas which are almost totally unpopulated.

2. Some other areas have some of the highest population densities in the world.

a. The U. S. has a population density of 24 per square mile.

b. Some parts of Egypt have a population density of 1550 per square mile outside of urban areas.

Developmental Activities:

15. Show the class a population map of the Middle East without telling them that it is a population distribution. Ask: What do you think this map represents? Now point out that it is a population distribution. Give the class a key to the symbols used. Have pupils study the map carefully to notice the range of population density and what the pattern looks like. Ask them to compare some of the dense population areas with the population density of the U. S. as a whole or of their own state.

    Now ask the pupils to write down as many hypotheses as possible about the physical geography of the area. They should infer these by applying what they learned in earlier grades about factors affecting population distribution.

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16. Hold a discussion based upon the lists developed in activity #15. Ask: What hypotheses did you develop? Write each new one on the board as it is suggested, and ask the pupil his reason for arriving at the hypothesis. For instance, one pupil may note that the population in a large part of the area is centered around rivers and oceans. He may generalize that since people live close to water, there is little rainfall in the area. Another pupil may hypothesize that much of the area is mountainous and that people tend to live in lowland areas. Another pupil might hypothesize that people live in areas of fertile soil and that the areas of light population have poor soil. Encourage as many hypotheses as possible, including those which pupils think of in addition to those they noted on paper. Make a list of these hypotheses.

ivities:

a population map of the Middle East without telling them
opulation distribution. Ask: What do you think this
? Now point out that it is a population distribution.
a key to the symbols used. Have pupils study the map
otice the range of population density and what the pattern
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See population distributions in Beckingham, Atlas of the Arab World and the Middle East, p. 6; or

The Economist Intelligence Unit Limited, Oxford Regional Economic Atlas; The Middle East and North Africa, pp. 62-63; or

Fisher, The Middle East; A Physical, Social and Regional Geography, p. 264.

It would probably be best to use an opaque projector with the distributions listed above.

Or you might develop transparencies for use with an overhead projector.

S. Draws inferences from a comparison of different map patterns of the same area.

G. Unevenly distributed phenomena form distinctive patterns on the map.

S. Tests hypotheses against data.

S. Checks, refines and eliminates hypotheses, working out new ones when necessary.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

G. Temperature is affected by such factors as distance from the equator, elevation, distance from warm water bodies, prevailing winds, and physical features which block winds from certain directions.

B. In the Middle East, the weath
the soil types, natural veget
land use.

1. The most significant clima
the relative lack of preci

2. The only humid areas in th
and some hill and mountai

3. There is an undesirable di
periods from the standpoi
at its maximum during the
growing season is long, di

   a. In some areas, there a
   temperatures over 65 de

   b. Winters are cool to col
   the area.

   c. The Mediterranean clima
   is like that found in

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rking out new ones
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EVIDENCE TO DISPROVE
NOT JUST TO PROVE THEM.

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odies, prevailing
hysical features which
from certain directions.

B. In the Middle East, the weather and climate are reflected in the soil types, natural vegetation, sources of water, and land use.

1. The most significant climatic factor in the Middle East is the relative lack of precipitation.

2. The only humid areas in the Middle East are coastal zones and some hill and mountain areas.

3. There is an undesirable distribution of wet and dry periods from the standpoint of agriculture. Rainfall is at its maximum during the cool season, while the normal growing season is long, dry, and hot.

    a. In some areas, there are six to nine months of average temperatures over 65 degrees.

    b. Winters are cool to cold; frost occurs over most of the area.

    c. The Mediterranean climate found in much of the area is like that found in southern California.

Once the hypotheses have been listed, students should refine them and put then in the form of testable hypotheses. They will need to define carefully some of the words they have used. (e.g. What do we mean by "good" soil?) Or they may need to restate the hypothesis. (e.g. If the Middle East is very mountainous, then most of the people will live in the lowlands.)

At this point ask pupils to identify those generalizations which they have been using in setting up their hypotheses (e.g. about the relationship of population distribution to landforms, etc.)

17. Now do the following activities to help pupils develop an understanding of the physical features of the Middle East.

For maps
Ginsbur
Of
Fisher,
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of

a. Have pupils check on the accuracy of their hypotheses about physical features of the Middle East. They should look at data as presented on maps, tables, and charts. This checking can be done individually or by committees, depending upon the availabilty of maps and charts. As pupils check their hypotheses, they should discard, modify, or accept them, given the situation illustrated by the data on these maps and charts. Each individual or group should present his hypothesis to the class, along with the evidence which he has discovered to demonstrate its validity or lack of validity. (Be sure to offer as much commendation to pupils who have found data to disprove hypotheses as to those who have found data to prove an hypothesis; such commendation should help pupils develop the attitude that it is important to look for data to disprove hypotheses, not just to prove them.)

b. At this point, it would be appropriate to go over each of the hypotheses and ask the class if they think it has been disproved or if it has been supported by the data. Then look at the list of generalizations which pupils used in developing their list of hypotheses (see activity #16). Which of these are supported by the data on the Middle East? Are any of them contradicted by the data? Do any of them need to be limited in some fashion? Make sure that pupils understand that no such broad generalizations about population can be demonstrated as true just by

een listed, students should refine them and put
le hypotheses. They will need to define care-
ey have used. (e.g. What do we mean by "good"
o restate the hypothesis. (e.g. If the Middle
then most of the people will live in the low-

o identify those generalizations which they
up their hypotheses (e.g. about the relation-
ution to landforms, etc.)

ities to help pupils develop an understanding
f the Middle East.

For maps see:
Ginsburg, Norton, The Pattern Of Asia.
Fisher, The Middle East.
Oxford Regional Economic Atlas, The Middle East and North Africa.
Atlas of the Arab World and the Middle East.
Kingsbury and Pounds, An Atlas of Middle Eastern Africa.

e accuracy of their hypotheses about physical
East. They should look at data as presented
arts. This checking can be done individually
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ng their list of hypotheses (see activity #16).
rted by the data on the Middle East? Are any
the data? Do any of them need to be limited
ure that pupils understand that no such broad
pulation can be demonstrated as true just by

G. Precipitation is affected by factors such as distance from warm water bodies, wind direction, temperature, ocean currents, and physical features which force winds to rise.

G. The amount of moisture needed for vegetation and crops is affected by the time of year when the area receives most of its moisture and by the temperature of an area.

G. The time of year when an area receives its precipitation is important to agriculture. If it comes during the growing season, it makes it easier to grow crops.

G. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops in these regions than in regions which are not so hot.

G. Differing crops need differing amounts of rainfall and differing temperatures.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

4. The Middle East contains
subject to dust storms and
winds of long duration; th
portion of the Middle East

5. Throughout most of the Mi
carried on only through th
dry farming techniques.

C. The soils of the Middle East

1. Organic material is scant

2. There tend to be soluble
which tend to form crusts

3. One can identify five pri

a. Desertic Soils (in are
consist primarily of r
fine sand, and raw min

b. Arid Soils (in areas w
consist of two types:

1) Gray or red deserti
slight fraction of

2) Brown desertic soil
a better developed

4. The Middle East contains several desert areas which are subject to dust storms and which tend to cause hot, dry winds of long duration; these deserts cover a significant portion of the Middle East.

5. Throughout most of the Middle East, agriculture can be carried on only through the use of irrigation or through dry farming techniques.

C. The soils of the Middle East are often in thin layers.

   1. Organic material is scanty in amount.

   2. There tend to be soluble compounds in the surface layer, which tend to form crusts or hard nodules.

   3. One can identify five primary soil types in the Middle East.

      a. Desertic Soils (in areas with rainfall of 4" or less) consist primarily of rock debris, pebbles, course sand, fine sand, and raw mineral substances.

      b. Arid Soils (in areas with rainfall of 4" to 10") consist of two types:

         1) Gray or red desertic soils are sandy, but have a slight fraction of organic material near the surface.

         2) Brown desertic soils are richer in humus, and have a better developed profile.

looking at the Middle East. However, such data does help them in deciding whether or not their earlier generalizations are too broad.

c. It may be that pupils have not set up hypotheses about some of the physical features identified in the outline of contents. Therefore, they will not have examined these points carefully as they tested their hypotheses. At this point, therefore, it would be wise to use maps and tables to help pupils arrive at descriptive statements about some of these features which they have not covered. They should then apply concepts and generalizations which they have learned in earlier grades in an attempt to explain some of the features such as temperature and rainfall patterns, soil conditions, vegetation, etc. If they are unable to do so, spend some time in class investigating reasons for the patterns. Pupils can set up hypotheses about possible reasons by comparing different map patterns of the area, and they can check on the reasons in different books on the Middle East.

d. Have volunteers draw the distribution of the particular physical phenomena that each was checking on a large outline map of the Middle East or on an overhead transparency map (for an overlay). In this way, the students will have created a map of the Middle East showing the distribution of physical features. This map should include landforms (physical relief), climate (both temperature and rainfall) natural vegetation, and soils.

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transparency map (for an overlay). In this way, the students
reated a map of the Middle East showing the distribution of
atures. This map should include landforms (physical relief),
th temperature and rainfall) natural vegetation, and soils.

Large outline map of the Middle East. Or outline map transparencies of the Middle East.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology, as well as upon climate, soils and topography.

G. Most areas tend to have a higher population density than dry areas. However, population distribution reflects man's values and his technology as well as physical features of an area.

G. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind and rivers which move soil; and by how man treats the soil.

G. Nature changes the face of the earth through biotic and physical processes.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Tests hypotheses against data.

c. Semi-Arid Soils (in
have an organic cont
centration of calciu
tend to form a hard
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d. Humid Soils (Terra R
eterranean climates.
and contain large qu
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e. Alluvial Soils tend
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c. Semi-Arid Soils (in areas of 10" to 15" of rainfall) have an organic content of 2-3 per cent, a lower concentration of calcium, and are brown in color. They tend to form a hard pan when irrigated, as do arid soils and desertic soils.

d. Humid Soils (Terra Rossa) develop on limestone in Medeterranean climates. They are rich in iron and silica, and contain large quantities of salts. They erode easily. These soils are particularly good for a production of cereals and fruit trees.

e. Alluvial Soils tend to be heavy, with a high clay content. Many contain a high proportion of humus. They are very suitable for agriculture, particularly for shallow-rooted plants.

G. Vegetation is affected by temperature, precipitation, and soil.

D. There is a relationshi
climatic conditions.
close in the Middle Ea
vegetation types.

1. Mediterranean Veget
coastal area. Vine
along with many eve

2. Steppe Vegetation.
like vegetation is
On the true steppe,
vegetation consists
seasonal and dies i

3. Desert Vegetation.
which adapt well to

4. Mountain Vegetation
occur on the lower
forests die out and

5. Riverine Vegetation
and tall reeds make
standing tree is th

G. The topography of a region may present limitations given a specific level of technology.

G. Men carry on more activities on plains than in hills and more in hills than in mountains except in the low latitudes.

E. The Middle East has va

1. Of the major catego
plateaus are domina

   a. Mountains and pl
   areal extent.

   b. Hill country is
   as a fringe or f
   margins of plate

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more activities
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low latitudes.

D. There is a relationship between natural vegetation and climatic conditions. This relationship is particularly close in the Middle East. The Middle East has five primary vegetation types.

1. Mediterranean Vegetation, confined to the Mediterranean coastal area. Vines, wheat, olive and fruit trees, along with many evergreen shrubs and herbs flourish.

2. Steppe Vegetation. On the edges of the steppe, park-like vegetation is found (trees, bushes, and shrubs.) On the true steppe, there are no trees, but the primary vegetation consists of types of grasses. This grass is seasonal and dies in the summer.

3. Desert Vegetation. Primarily thorns, and other plants which adapt well to saline, dry conditions.

4. Mountain Vegetation. Trees (coniferous and deciduous) occur on the lower slopes. Above about 7,000 feet, forests die out and are replaced by scrub.

5. Riverine Vegetation. Aquatic grasses, papyrus, lotus, and tall reeds make up a thick undergrowth. The outstanding tree is the date palm.

E. The Middle East has varied land forms.

1. Of the major categories of landforms, mountains and plateaus are dominant within the Middle East.

    a. Mountains and plateaus are dominant in number and areal extent.

    b. Hill country is usually associated with high mountains as a fringe or foothill area, or as the dissected margins of plateaus.

G. Unevenly distributed phenomena form distinctive patterns on the map.

c. Plains are the

2. The area falls int surface features:

   a. To the north an are dominated b plateaus.

   b. To the west and Mediterranean c plateau or tabl are predominant

      1) This tablela toward the e

      2) Landforms fo

         a) a coastal

         b) a series

         c) a series

         d) an easte

3. In Egypt, four maj distinguished.

   a. The Sinai Penin irregular table wards towards t

   b. The Eastern Hig the Nile Valley

c. Plains are the least in number and areal extent.

stributed phenomena
ctive patterns on

2. The area falls into two main divisions based on major surface features:

   a. To the north and east (Turkey and Iran), countries are dominated by high mountains and intermountain plateaus.

   b. To the west and south (the Arabian peninsula, eastern Mediterranean countries and Iraq), areas of continental plateau or tableland, broken by hill country or mountains are predominant.

      1) This tableland is highest on the west and slopes toward the east.

      2) Landforms follow the following pattern:

         a) a coastal plain.

         b) a series of hills and mountains.

         c) a series of rift and fault valleys.

         d) an eastern zone of hill and mountain lands.

3. In Egypt, four major landform areas or regions can be distinguished.

   a. The Sinai Peninsula consists for the most part of irregular tableland and plateau; it is tilted upwards towards the south.

   b. The Eastern Highlands is a broken upland lying between the Nile Valley and the Red Sea.

c. The Nile Valley i
the river bed. I
great, while to t

1) In the south,
plain extendin
west. This ar
To the south o
occur.

2) The Cataract z
the river has
Khartoum and A

3) From Aswan nor
cut into the s
the boundry of

4) The delta area
of the Nile, a
one-half of th
lakes, and swa

d. The Western Desert
plateau, relieved
scarps. There are
below sea level.
considerable quant
available.

S. Prepares graphs to clarify data.

F. The total population of
Saudi Arabia, Yemen, Ade
Iraq, Jordan, Israel, Le
estimated at from 90 to

c. The Nile Valley is formed primarily by the slope of the river bed. In the south, the slope is relatively great, while to the north it is rather slight.

1) In the south, the valley consists of an alluvial plain extending about 250 miles from east to west. This area is covered with swamp vegetation. To the south of this area, swamp areas no longer occur.

2) The Cataract zone is a hilly region through which the river has cut a deep trench; it lies between Khartoum and Aswan.

3) From Aswan northwards, the Nile flows in a notch cut into the surface of a plateau. Cliffs form the boundry of the valley.

4) The delta area, below Cairo, has the two branches of the Nile, along with many small streams. About one-half of the delta is occupied with streams, lakes, and swamps.

d. The Western Desert is an expanse of plain or low plateau, relieved occasionally by low ridges or scarps. There are a number of deep basins, often below sea level. On the floors of these depressions considerable quantities of water are sometimes available.

s to clarify data.

F. The total population of the Middle East (if defined as Egypt Saudi Arabia, Yemen, Aden, Muscat and Oman, Kuwait, Iran, Iraq, Jordan, Israel, Lebanon, Syria, and Turkey) has been estimated at from 90 to 100 million in 1960.

18. Have a pupil develop a chart to compare: (a) the land area of the Middle East (carefully defined by countries included) and the land area of the United States, and (b) the population of the Middle East and the U. S. Have the class examine this chart.

develop a chart to compare: (a) the land area of the
carefully defined by countries included) and the land
nited States, and (b) the population of the Middle East
Have the class examine this chart.

Almanac.

S. Defines terms.

G. A country with a large population and a limited amount of fertile land will have extremely high population densities on fertile land.

G. Overpopulation represents a lack of balance between available income and population. The concept is relative and is defined by the value patterns and expectations of a particular culture. The starvation of a large proportion of the society amounts to absolute overpopulation.

S. Draws inferences from a comparison of different map patterns of the same area

S. Tests hypotheses against data.

G. Given cultural assumptions in which a large proportion of the population is engaged in agriculture, the population distribution will be related to the distribution of usable agricultural land.

1. The chief featur
uneven distribut

   a. As was seen e
   unpopulated.

   b. Some lowland a
   the highest p

      1) Damascus ha

      2) The Nile Va

      3) Cairo has 6

2. While water seems
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n is engaged in agri-
the population distribution
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agricultural land.

1. The chief feature of the population in the area is its uneven distribution.

   a. As was seen earlier, some areas are almost totally unpopulated.

   b. Some lowland areas, oases, and cities have some of the highest population densities in the world.

      1) Damascus has 540 people per square mile.

      2) The Nile Valley has 1550 people per square mile.

      3) Cairo has 6500 people per square mile.

2. While water seems to be the chief determining factor in this distribution, other factors are involved. Certain areas, with no significant differences in physical environment, have much higher populations than other areas with the same general physical conditions. These areas of high population include the lower Nile Valley, northern Levant, northwest Jordan, and the uplands of Syria and Yemen.

19. Have pupils examine the population map of the Middle East more carefully. Call attention to the high population densities in some places and the low densities in others. Ask: Is the Middle East underpopulated? Is it overpopulated? What criteria would you use in deciding whether or not a country is under or overpopulated? (Make sure that pupils understand that overpopulation is a relative term but it does have absolute limits, and that areas of relatively low population densities could be overpopulated under certain conditions.)

20. Have pupils compare the physical map which they have developed in activity #17 d with the population distribution of the Middle East. Ask: What is the relationship between population and physical environment? Pupils will probably generalize that areas with good agricultural land will tend to have higher population densities.

    Now show the class a physical map and a population map of the U. S. Ask: Does your generalization about agricultural land and population hold true for the U. S.? Ask further questions as needed to help pupils understand the relationship of population distribution to technology and industrial development. Ask: What other factors might also be important?

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to the high population densities in some places
in others. Ask: Is the Middle East under-
populated? What criteria would you use in de-
a country is under or overpopulated? (Make
stand that overpopulation is a relative term
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Population map of the Middle East.

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n about agricultural land and population hold true
ther questions as needed to help pupils understand
ulation distribution to technology and industrial
t other factors might also be important?

Physical and population maps of the Middle East and of the U. S.

G. A number of factors--climate, surface features, natural resources, accessibility, history, and culture affect settlement patterns.

G. Population distribution reflects man's values and his technology as well as physical features of an area.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Revises generalizations in the light of new data.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE; CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE.

S. Sets up hypotheses.

G. National boundaries

s--climate,
natural re-
lity, history,
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AS TENTATIVE.

G. National boundaries do not follow physical boundaries.

21. Ask: What factors cause national boundaries to be located where they are? While the class may mention a number of factors, historic, political etc., some students will probably mention physical features such as rivers, mountains, etc. If the class agrees that physical features are important, suggest that pupils test the idea by attempting to draw national boundaries for Middle Eastern countries, using the physical map developed above. Have each student make a sketch map of the Middle East drawing in his ideas of where national boundaries should be, given physical land features.

22. Have pupils compare their political sketch maps (made in activity #21) with a political map of the Middle East. In all probability, there will be little relationship between the actual political map of the Middle East and the pupils' maps. Ask the students to hypothesize about other critical factors that have operated to set the present political boundaries of the area. Save these hypotheses for checking as pupils study the history of the area

Large politi
Middle

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, some students will probably mention physical features
, mountains, etc. If the class agrees that physical
mportant, suggest that pupils test the idea by attempting
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land features.

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tionship between the actual political map of the Middle East
' maps. Ask the students to hypothesize about other critical
ave operated to set the present political boundaries of the
ese hypotheses for checking as pupils study the history

Large political map of the Middle East.

G. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.

S. Draws inferences from data.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. Man changes the character of the earth; irrigation makes it possible to grow crops on land which otherwise would be too dry.

H. The Mediterranean, Black
some hill and mountain a
Middle East that can be
these areas, agriculture
of irrigation or by dry

1. Irrigation is widely
throughout the Middle
use are:

    a. increased crop lan

    b. production of an i

    c. greater stability

    d. more intensive use

2. While the process of i
there are also seriou
its use. Among these

    a. Damage to soi
    accumulation. Much
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    will ruin soil if u
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n; irrigation makes it
to grow crops on land
herwise would be too

H. The Mediterranean, Black, and Caspian coastal zones, and some hill and mountain areas, are the only areas in the Middle East that can be classed as humid. Outside of these areas, agriculture must be carried on through use of irrigation or by dry farming.

1. Irrigation is widely used to increase food production throughout the Middle East. Primary advantages of its use are:

   a. increased crop land and production of food.

   b. production of an increased variety of crops.

   c. greater stability of crop yield for a given area.

   d. more intensive use of land.

2. While the process of irrigation has many advantages, there are also serious disadvantages associated with its use. Among these disadvantages are:

   a. Damage to soil through waterlogging and saline accumulation. Much water from wells and artesian borings and wells in arid areas is brackish and will ruin soil if used. Sewwt water may be contaminated through contact with salts in the soil. Salt

23. At this point, ask pupils if they have found any data that would function as proof of any of the hypotheses they developed in activities #10 and #11. They may state that they have demonstrated that there is a shortage of usable agricultural land in the Middle East. Ask the students to attempt to isolate the significant variable that determines agricultural land in the area. At this point, they will probably point out the shortage of water as significant.

    Show the class a chart of mean annual rainfall and ask pupils to identify areas which have enough rainfall for settled agriculture. They will perhaps identify parts of Israel, Jordan, Lebanon, Syria, Turkey, Iran and Iraq. Ask: How, then, has Egypt been able to maintain its population over time?

24. Have a student give an oral report on irrigation methods in the Middle East. He should mention the Nile Valley, foggaras or qunats of Syria and Iraq, development plans for the Jordan River, artesian borings and wells. He should also discuss some of the problems brought about by irrigation.

point, ask pupils if they have found any data that would
n as proof of any of the hypotheses they developed in activi-
0 and #11. They may state that they have demonstrated that
s a shortage of usable agricultural land in the Middle East.
students to attempt to isolate the significant variable that
nes agricultural land in the area. At this point, they will
y point out the shortage of water as significant.

See Oxford Regional Economic Atlas: Middle East for chart of mean annual rainfall. Would best be used with an opaque projector.

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Moorehead, The Blue Nile.
Moorehead, The White Nile.
Fisher, The Middle East.
Kingsbury, An Atlas of Middle Eastern Affairs.
Ginsburg, The Pattern of Asia.

content of wate
greatly increas
rivers.

b. Irrigated areas
to the point th
increase.

c. Irrigation tend
Egypt malaria i
troduction of i
to be true in I

d. Irrigation ofte
control. These
build up throug
fertility of th

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

I. While conditions and t
the region, subsisten
the region.

1. The primary crops
millet and sorghum
widely grown. The
(primarily grown i

content of water that has been used for irrigation has greatly increased the salt content in many important rivers.

b. Irrigated areas rapidly increase in population density, to the point that food production per person does not increase.

c. Irrigation tends to increase disease. In one area in Egypt malaria increased from 5% to 45% after the introduction of irrigation. This has also been found to be true in Iraq and other Middle Eastern nations.

d. Irrigation often implies the use of dams for flood control. These dams stop soil increments which would build up through flooding, thereby decreasing the fertility of the soil.

al environ-
s cultural
, and level

I. While conditions and type of farming vary greatly throughout the region, subsistence agriculture is primary in most of the region.

al environ-
s cultural
, and level

1. The primary crops are cerials, (wheat, barley, rice, corn, millet and sorghum). Vegetables, and garden crops are widely grown. The chief cash crops are tobacco, cotton (primarily grown in Egypt) and olives and citrus fruits.

25. Give the students a dittoed map of an oasis. Include only the physical features of the land. Tell them that they have the responsibility for settling this area. Ask them, then, to create a plan showing how this area could best be used. After they have completed their plan, show them a map showing how this area is used. Discuss the reasons for the differences between the two situations.

26. The class should explore the agricultural production of the Middle East. This might be done through asking the students to hypothesize about likely types of production, given the data they have already developed. It would also be possible to have a committee or an interested student prepare and present a map of Middle Eastern agricultural production. Or committees might investigate agricultural production in the various Middle Eastern nations involved. No matter which activity is used, pupils should identify types of production in the Arab states and Israel.

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ures of the land. Tell them that they have the responsibility
ing this area. Ask them, then, to create a plan showing
area could best be used. After they have completed their plan,
a map showing how this area is used. Discuss the reasons for
rences between the two situations.

Dittoed map of an oasis.
For an example, see Atlas of the Arab World and the Middle East, p. 12.

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uld identify types of production in the Arab states and Israel.

Ginsburg, The Pattern of Asia.
Kingsbury, An Atlas of Middle Eastern Affairs.
Fisher, The Middle East.
Atlas of the Arab World and the Middle East.

G. Differing kinds of crops need differing amounts of rainfall and differing temperatures.

S. Uses maps to organize and illustrate data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Sets up hypotheses.

S. Tests hypotheses against data.

2. Israel alone has exper
agricultural situation

a. Farming methods hav

b. Land use has been i
have been improved,
into production, th

c. Agricultural produc
15% to 17% per year

d. The total cultivate
since 1957.

e. The total irrigated
since 1957.

f. There is an emphasi
cereal and fodder c
production is also

g. Most agricultural p
country, however.

J. Subsistance agriculture i
throughout the Middle Eas

1. The percent of populat
80; Turkey, over 80; E
70. Israel is the onl
the percentage is not

nds of crops need
ounts of rainfall
g temperatures.

organize and
ata.

physical environ-
s of his cultural
eptions, and level
y.

theses.

eses against data.

2. Israel alone has experienced great change from this agricultural situation.

   a. Farming methods have been improved.

   b. Land use has been improved, plant and animal strains have been improved, and much land has been brought into production, through the use of technology.

   c. Agricultural production has increased at the rate of 15% to 17% per year.

   d. The total cultivated area has increased nearly 150% since 1957.

   e. The total irrigated area has increased about 300% since 1957.

   f. There is an emphasis on dairying, poultry raising, cereal and fodder crops, and market gardening. Fruit production is also important.

   g. Most agricultural production is for use within the country, however.

J. Subsistance agriculture is the primary economic activity throughout the Middle East.

   1. The percent of population engaged in farming in Iran is 80; Turkey, over 80; Egypt, 70; Lebanon, 75; Syria, over 70. Israel is the only Middle Eastern country in which the percentage is not over 60.

At the end of this activity, pupils should discuss: Is there significant agricultural competition between the Arab States and Israel? Does one area have a significantly better agricultural situation? If there is a difference, what would seem to explain it?

27. Ask: Given what you know at this point, what would you expect the predominant economic activity in the Middle East to be? To check their hypotheses, students should use tabular data on imports and exports of the various Middle Eastern nations. Then discuss: From this data, would you infer that the Middle East produces a great amount of manufactured goods? Or ask: Why do you think that agricultural imports are so low in relation to the imports of manufactured goods? Bring up the question of the similarity of imports and exports at this time. You might ask: Do you think that there is much competition for markets between the various Arab states? Between the Arab states and Israel?

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agricultural competition between the Arab States and Israel?
ne area have a significantly better agricultural situation?
re is a difference, what would seem to explain it?

Oxford Regional Economic Atlas: The Middle East and North Africa.

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kets between the various Arab states? Between the Arab states
ael?

Oxford Regional Economic Atlas: t Middle East and North Africa, pp. 111-120.

2. While most people in the area are engaged in agriculture, there are no significant agricultural surpluses produced. Only intra-regional trade in agricultural products is significant.

3. Only small percentages of the population are engaged in other economic areas; these primarily consist of cottage industry, manufacturing, tourism and pilgrim trade.

K. The Middle East, as an area, exports a higher dollar value of goods than it imports.

1. Over half of this dollar value is made up of petroleum and petroleum products.

2. With the exception of Israel and Egypt, the Middle Eastern countries tend to export raw materials and import manufactured goods.

   a. While Egypt's primary exports are raw cotton, rice, and vegetables, it does export a significant amount of textile yarn and cotton and thread, along with cotton fabric.

   b. Israel exports oranges for its greatest dollar product; cut and polished diamonds, cement, and rubber tires and tubes are also significant exports.

3. The Middle East, as an area, tends to trade with Western and Southern Europe, the United States, other Middle Eastern countries and the Soviet area, in that order.

NOTE: For more explicit data, see the Oxford Regional Economic Atlas: The Middle East and North Africa, pp. 111-120.

At this point, you might ask students to attempt to identify some of the agricultural problems in the Middle Eastern area. You might have them develop hypotheses about these problems. Save a list of these hypotheses for later checking in the sub-unit on cultural institutions. If you wish, however, you could discuss these problems at this time. (See content and activities under economic institutions).

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Constructs charts and graphs to present data.

S. Revises generalizations in the light of new data.

G. Differences in population, resources, and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

L. Although the Middle East has
rich mineral resources of oth

1. The Middle East is the wor
potential source of petrol
oil are along the southern
Iran, Iraq, Turkey, and Sy
Arabian peninsula; and acr
to Morocco. Most of the c
nations, with only a small

2. Other non-agricultural res
meager, and a number of th

   a. No country has outstand
   While minerals are know
   places, they have not b
   present conditions do n

   b. Iron, coal, copper, chr
   phosphate rock, and sal
   being mined at present.

   c. Israel lacks the natura
   dustrial development.
   imports are industrial
   feed her industry. The
   deposits, and petroleum
   uncertain.

L. Although the Middle East has rich oil resources, it lacks rich mineral resources of other kinds.

1. The Middle East is the world's greatest current and potential source of petroleum. The primary sources of oil are along the southern margin on the mountains of Iran, Iraq, Turkey, and Syria; on the eastern half of the Arabian peninsula; and across North Africa from Egypt to Morocco. Most of the oil is located in the Arab nations, with only a small amount in Israel.

2. Other non-agricultural resources in the Middle East are meager, and a number of them are little developed.

   a. No country has outstanding deposits of minerals. While minerals are known to occur in a number of places, they have not been carefully explored or present conditions do not warrant their exploitation.

   b. Iron, coal, copper, chrome, potash, sulfur, manganese, phosphate rock, and salt are among the mineral deposits being mined at present.

   c. Israel lacks the natural resources necessary for industrial development. A high proportion of her imports are industrial raw materials, necessary to feed her industry. There is a serious lack of coal deposits, and petroleum deposits in the Negev are uncertain.

28. Ask: What hypotheses would you set up about the extent of available natural resources in the Middle East. (Have pupils look once more at the data on imports and exports from Middle Eastern countries.) What resource does the Middle East seem to have in large amounts? How does Israel fare in terms of oil resources? Which of the other countries seem to be producing the most oil?

29. Have a student or a group of students draw a map of natural resources in the Middle East and present it to the class. Have the pupils check and modify their hypotheses from activity #28 at this time. Ask the class to check the distribution of natural resources in relation to the Arab states and Israel. Ask: Which group, given the available natural resources, should have the greatest potential for industrialization? Does the import and export data tend to support your guess? Have the students attempt to account for this difference. (Identify factors other than natural resources significant in development of industry. This should be done by the students.)

    Note: If pupils do not seem to understand the concept of "natural resource," take time to develop the concept at this time.

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l resources in the Middle East. (Have pupils look once more
data on imports and exports from Middle Eastern countries.)
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Oxford Regional Economic Atlas; the Middle East and North Africa, pp. 111-120.

Oxford Regional Economic Atlas; the Middle East and North Africa, pp. 42-45, 50-51.

Kingsbury, Atlas of the Middle Eastern Affairs, pp. 34-35 (Useful source of statistical data.)

Ginsburg, The Pattern of Asia.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made, rather than in who owns the resources.

G. By its taxation policies, governments influence who shall get what proportion of certain kinds of output of the economic system.

G. Government spending affects the distribution of goods and services.

G. Societies inhabiting similar areas tend to have similar environmental problems. However, the solution to those problems will depend upon the cultural perceptions of the various peoples, as well as upon the environmental situation.

S. Draws inferences from data.

3. The first exploita
in every instance,
countries. Accordi
realized through oi
been great. (66%
to 20% in Venezuel
not be realizing a
areas.

M. Middle Eastern nations
mental problems:

1. There is shortage o
agricultural product

2. Soil types are gener
overloaded with mine
agricultural product

3. Landforms create dif
duction.

ses his physical environ-
in terms of his cultural
s, perceptions, and level
chnology.

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tend to have similar en-
mental problems. However,
olution to those problems
depend upon the cultural
ptions of the various peo-
as well as upon the environ-
l situation.

inferences from data.

3. The first exploitation of oil reserves in the Middle East, in every instance, has been by European or American countries. According to several sources, net profits realized through oil extraction in the Middle East have been great. (66% net profit on investment as compared to 20% in Venezuela). The Middle Eastern nations may not be realizing as high a return on their oil as other areas.

M. Middle Eastern nations tend to face the following environmental problems:

1. There is shortage of precipitation, which tends to limit agricultural production.
2. Soil types are generally low in humus, and tend to be overloaded with mineral matter. Soils tend to limit agricultural production.
3. Landforms create difficulties for agricultural production.

30. Have a student give an oral report on the development of the oil industry in the Middle East. Have him present data on the ownership of drilling and processing activities throughout the Middle East.

Oxfo

See

31. Tell the students about the situation in Kuwait. Perhaps you could create a chart on the distribution of income of oil production in the Middle Eastern nations (distribution by nation). Students should compare the Arab states and Israel in terms of oil incomes.

32. Discuss: What environmental problems face the Middle East. After listing the problems that are suggested by the students, help them compare the problems of the Arab states and of Israel. You might develop a dittoed chart and give one to each student. It should list the problems developed by the class in the left-hand margin. Across the top place the following headings over these columns: Arab States, Israel, Both. The students should attempt to identify, through the use of this chart those problems that are peculiar to the Arab Nations, those that are peculiar to Israel, and those that are shared by both areas. Ask: What effects might these problems have on the foreign policies of the nations involved?

Teac

t give an oral report on the development of the oil in- Middle East. Have him present data on the ownership nd processing activities throughout the Middle East.

Oxford Regional Economic Atlas; The Middle East and North Africa, pp. 44-47 (for information on oil production and oil concessions).

See Fisher, The Middle East, for a more complete discussion of oil in the Middle East.

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Teacher developed, dittoed chart, one for each student.

S. Uses Reader's Guide to locate information.

G. In an agricultural economy the rate of food production must increase as rapidly as the population if a given level of living is to be maintained.

G. Technological change may create serious problems in a society.

S. Tests, refines and eliminates hypotheses, working out new ones when necessary.

4. The population distri
in agricultural areas

5. A shortage of natural
growth of industriali

6. Oil, the primary reso
located where the pop
does not benefit from
degree as might be ex

Reader's Guide to locate in-
tion.

agricultural economy the rate
od production must increase as
ly as the population if a given
of living is to be maintained.

ological change may create serious
ems in a society.

, refines and eliminates hy-
ses, working out new ones
necessary.

4. The population distribution results in overpopulation in agricultural areas.

5. A shortage of natural resources tends to limit the growth of industrialization.

6. Oil, the primary resource of the area, tends to be located where the population of the area as a whole does not benefit from its extraction to as large a degree as might be expected.

33. At this point, you may wish to discuss ways in which these nations are trying to solve some of these problems. This might be done through oral reports. For example, you might have a student present an oral report on the building of the Aswan Dam in Egypt. (Be sure the student brings out the fact that during the time the dam was being built, the population of Egypt grew faster than the agricultural capacity of Egypt was increased by the addition of the dam.) Another student might give an oral report on desert reclamation and the use of salt water in irrigation in Israel. The discussion following the reports should help pupils understand ways in which technology might be of assistance in solving environmental problems as well as ways in which technological change may bring new problems.

Use Read
Lit
for

34. At this point, you should ask pupils if they have sufficient data to check the hypothesis that "There is a shortage of land and natural resources in the Middle East. The Arabs and the Israelis came into conflict over the ownership and use of these lands and resources." The students in all probability will wish to modify this hypothesis in some way. Ask questions as needed to help them understand that while this may be one basis for conflict, many of the problems of the area are common to both sides, and that this conflict over land and resources is not, in all probability, the only basis for conflict.

may wish to discuss ways in which these nations are
e of these problems. This might be done through
example, you might have a student present an oral
ing of the Aswan Dam in Egypt. (Be sure the student
that during the time the dam was being built, the
grew faster than the agricultural capacity of Egypt
e addition of the dam.) Another student might give
esert reclamation and the use of salt water in irri-
The discussion following the reports should help
ays in which technology might
solving environmental problems as well as ways in
change may bring new problems.

Use Reader's Guide to Periodical Literature to locate information.

should ask pupils if they have sufficient data to
s that "There is a shortage of land and natural
ddle East. The Arabs and the Israelis came into
wnership and use of these lands and resources."
probability will wish to modify this hypothesis
uestions as needed to help them understand that
he basis for conflict, many of the problems of the
oth sides, and that this conflict over land and
all probability, the only basis for conflict.

S. Sets up hypotheses.

S. Defines terms.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. The basic values and organization of a society both affect and are affected by the religious views and organization.

III. Although culture is always changing, ce
persist over long periods of time.

A. The way individual elements of a cul
influence each other forms the struc
Religion both influences and is infl
of the culture.

III. Although culture is always changing, certain parts or elements may persist over long periods of time.

  A. The way individual elements of a culture reltate to and influence each other forms the structure of a culture. Religion both influences and is influenced by other aspects of the culture.

35. Give the class a reading containing statements of a religious nature which justify warlike actions eminating from both sides of the Arab-Israeli war. Ask: Given these statements, do you think the cause of this conflict was primarily religious? Stevenson

36. Help students see the necessity for defining religion. Perhaps pupils can try to define it by finding out what all religions have in common. Discuss the definitions which students present to the class by asking cross-cultural questions. (e.g. If a pupil says that all religions have churches, so religion has to do with churches, the teacher might ask, "Do you know of any religion that does not have churches?") Pupils are likely to find that they have difficulty in reaching a satisfactory definition at this time. However, point out that the class may be able to define religion better after studying the next part of the unit.

37. Ask: How do you think religion might affect the culture of the people who hold the religious beliefs? Pupils should see that they would need to know about the particular religious beliefs before answering this question.

reading containing statements of a religious nature
like actions eminating from both sides of the Arab-
: Given these statements, do you think the cause of
primarily religious?

Stevenson, *Strike Zion*.

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nition at this time. However, point out that the
to define religion better after studying the next

think religion might affect the culture of the people
gious beliefs? Pupils should see that they would
t the particular religious beliefs before answering

G. The basic values and organization of a society both affect and are affected by the religious values and organization.

G. Culture traits may change as the result of innovation from within.

S. Sets up hypotheses.

G. The basic values and organization of a society both affect and are affected by the religious values and organization.

1. Islam is the youngest o
only one to come into b
It contains elements of
Islam is more than a fo
vasive way of life. It
To the believer, religi
are inseparable.

   a. The primary core of
   ness of God.

      1) Mohammed is belie

      2) Prophets also inc
      and Jesus.

      3) None of these pro

   b. The Muslem should pr
   Mecca. The main pra
   in a mosque at noon
   helped to make Islam

   c. The Muslem should obs
   equivalent to the Chr
   believer is required
   While Ramadan is a ti
   also a month of gay,
   people eat, drink and
   patterns. Ramadam fu

1. Islam is the youngest of the world's religions and the only one to come into being since the birth of Christianity. It contains elements of both Judaism and Christianity. Islam is more than a formal religion; it is an all-pervasive way of life. It is neither national nor racial. To the believer, religion and life, faith and politics are inseparable.

   a. The primary core of Muslim belief or *faith* is the oneness of God.

      1) Mohammed is believed to be the last prophet of God.

      2) Prophets also include Adam, Noah, Abraham, Moses, and Jesus.

      3) None of these prophets is believed to be divine.

   b. The Muslem should *pray* five times a day, facing toward Mecca. The main prayers of a congregation take place in a mosque at noon on Friday. This practice has helped to make Islam a sturdy and a closely-knit faith.

   c. The Muslem should observe *Ramadan*--the month of fasting, equivalent to the Christian Lent. During Ramadan, every believer is required to fast from sun-up to sun-down. While Ramadan is a time of seeking Devine grace, it is also a month of gay, good fellowship. In the evenings, people eat, drink and make merry in a variety of acceptable patterns. Ramadan functions to unify the community.

38. Divide the class into two groups, one to do research on the history and practice of Islam while the other does research on the development of Judaism. Provide a wide variety of materials, including the books listed under the teaching materials. Also include appropriate books from your school library. Each group should choose a committee to report the findings of the group to the class; however, all members of the group should help find the data and provide ideas to this committee. Each group should call attention particularly to the legal, social, political, and economic ramifications of the religion they are studying and should attempt to predict the effect of these factors on the culture as a whole. The class should be given several days under close supervision to complete this activity.

Or do the following instead:

a. Present a series of readings, consisting of quotations from the Bible and the Koran. Ask pupils to hypothesize about the differences and similarities in the two religions from these quotations.

b. Have a student give an oral report on the early development of Judaism. He should also pay particular attention to the legal, social, political, and religious aspects or effects of the religious beliefs during the early period.

c. Have a pupil give an oral report on the development of Islam. He should include the legal, social, political, and economic effects of this religion during the early period.

ss into two groups, one to do research on the history f Islam while the other does research on the develop- m. Provide a wide variety of materials, including ed under the teaching materials. Also include appro- rom your school library. Each group should choose a eport the findings of the group to the class; however, the group should help find the data and provide ideas tee. Each group should call attention particularly social, political, and economic ramifications of the are studying and should attempt to predict the effect rs on the culture as a whole. The class should be days under close supervision to complete this activity.

Orlinsky, Ancient Israel.
Life, World's Great Religions.
Wouk, This Is My God.
Fitch, Allah, The God of Islam.
Gaer, How the Great Religions Began.
Pickthall, The Meaning of the Glorious Koran.

owing instead:

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Also, see Life, The World's Great Religions.

nt give an oral report on the early development of should also pay particular attention to the legal, tical, and religious aspects or effects of the religious ng the early period.

See bibliography after first paragraph of Activity #38.

give an oral report on the development of Islam. He de the legal, social, political, and economic effects of n during the early period.

See bibliography after first paragraph of Activity #38.

S. Tests and refines hypotheses and works out new ones as needed.

d. Alms giving is an off
A man should give one
for the support of sc

e. The Hajj or pilgrimag
before the birth of M
to make a pilgrimage
a lifetime suffices.
tribes one thing in c
one the whole of the

f. The Shaira was a trad
drawn from the Koran
every detail of life.
and sanctioned by rel
no division between r

g. This unity between re
break down under the
industrialization.

2. Judaism created a new co
Christianity and Islam b
separates all three of t
other major religions.

a. The Jewish God is a p
deals with man at wil

b. Judiasm is a strongly
primary practice is t

c. Judiasm has an overri
to ascertain God's wi
down in the Torah, wh
scripture and all the

nd refines hypotheses
ks out new ones as

d. Alms giving is an offering to Allah and an act of piety. A man should give one tenth of his income in alms and for the support of schools and mosques.

e. The Hajj or pilgrimage to Mecca was an Arab tradition before the birth of Mohammed. He commanded his followers to make a pilgrimage to Mecca every year. Now once in a lifetime suffices. The Hajj provided scattered Arab tribes one thing in common; it still tends to bind into one the whole of the Moslem community.

f. The Shaira was a traditional complex system of laws, drawn from the Koran and from tradition; it regulates every detail of life. All social relations are determined and sanctioned by religion. In theory, there has been no division between religion and society.

g. This unity between religion and society has tended to break down under the pressures of westernization and industrialization.

2. Judaism created a new concept of God--a strict monotheism. Christianity and Islam both rest on this concept; monotheism separates all three of these religions from the world's other major religions.

   a. The Jewish God is a personal god, in the sense that he deals with man at will and man is responsible for his actions.

   b. Judiasm is a strongly earth-centered religion; its primary practice is to guide man in this world.

   c. Judiasm has an overriding concern with ethics, an attempt to ascertain God's will in all things. This will is set down in the Torah, which in a large sense stands for all scripture and all the law based on it.

Ask: Do you now wish to modify, eliminate, or add any hypotheses on the list set up earlier about the possible effects of religion upon other aspects of a culture? (See activity #37). Point out that pupils will test their hypotheses in more detail as they study the rest of the historical part of this unit.

Ask pupils to consider once more the question raised in activity #35. Ask: To what extent do you now believe that religion was the primary cause of the conflict between Arabs and Israel in 1967?

Ask: Why, if the basic postulates of Judiasm and Islam are not obviously very different, do the Arabs and the Jews perceive themselves as being different? (This activity should lead to a realization that it is necessary to know more about the history of the two peoples to understand their perceptions.)

d. The scholar has always
stand and interpret th
preoccupation of Jews

e. A precise definition o

  1) Many Jews themselve
  Jewish.

    a) For some, Judais
    and holy days.

    b) For others, Judai
    culture.

    c) For still others
    to other ethnic

    d) Many Jews combin

  2) In Israel Judaism is
  of these points of
  unity.

  3) The concept of a "ch
  the Jewish view that
  word to civilizatio

G. In political conflict there is a struggle over scarce values or goals.

G. Ideologies affect people's perceptions of the facts.

B. The issue of which group shou
cut when it came after World

1. Palestine in 1905 was a fl
the name had not been used
had no such concept, and t
Christian tradition as an
Bible.

d. The scholar has always been a hero to Judaism. To understand and interpret the Torah has been a major intellectual preoccupation of Jews across the centuries.

e. A precise definition of Judaism is difficult to arrive at.

  1) Many Jews themselves differ over what it means to be Jewish.

    a) For some, Judaism is a religion with beliefs, festivals, and holy days.

    b) For others, Judaism is a civilization with a unique culture.

    c) For still others, Judaism is an ethnic group similar to other ethnic groups in our society.

    d) Many Jews combine several of these points of view.

  2) In Israel Judaism is probably some combination of all of these points of view, with an emphasis on national unity.

  3) The concept of a "chosen people" was arrived at through the Jewish view that God had chosen them to bring his word to civilization.

B. The issue of which group should control Palestine was not clear-cut when it came after World War II.

  1. Palestine in 1905 was a flexible geographic concept, in that the name had not been used since 1830, the Arabs traditionally had no such concept, and the name had persisted in the Judaeo-Christian tradition as an approximation of the land of the Bible.

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onflict there is
r scarce values

ect people's per-
e facts.

39. Divide the class into two groups. One group should represent Israel and the other should represent the Arab states. Give each group a reading which argues for its right to Palestine. Each side should argue it has a right to the land through occupation, now and in the past, through leagal right, and through moral right. Each group should meet, discuss the position, and pick two members to debate it with the other group.

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er should represent the Arab states. Give each group a
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has a right to the land through occupation, now and in the
gh leagal right, and through moral right. Each group
, discuss the position, and pick two members to debate it
her group.

"Proclamation of Independence of Israel," in Janowski, ed., Foundations of Israel, pp. 173-176, or in Stavrianos, ed., Readings in World History, pp. 539-540.

G. Foreign policy considerations are affected by ideology, consideration of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

G. War seems to be the result of multiple interrelated causes.

S. Identifies value-conflicts.

S. Tests hypotheses against data.

2. The population of Palestine, a
Arab. The population as of 19

Arab: 89% Muslim
10% Christian
1% Druze

Jewish

3. The Ottoman treatment of non-M
system, allowed religious, cul
political autonomy.

4. There was no organized nationa
in Palestine until after World

5. The growth of the Jewish commu
immigration, stimulated by the

6. Palestine was not specifically
Picto agreement.

7. The Anglo-Arab political excha
a clear-cut territorial plan.

8. The Balfour Declaration spoke
national home" in Palestine an
Palestine as the national home

9. The mandate for Palestine was
Zionists' favor.

2. The population of Palestine, as defined, was predominantly Arab. The population as of 1914 was:

Arab:	89% Muslim 10% Christian 1% Druze	600,000
Jewish		55,000

3. The Ottoman treatment of non-Muslims based on the "millet" system, allowed religious, cultural, legal, and quasi-political autonomy.

4. There was no organized nationalist movement among Arabs in Palestine until after World War I.

5. The growth of the Jewish community was primarily through immigration, stimulated by the World Zionist Organization.

6. Palestine was not specifically mentioned in the Sykes-Picto agreement.

7. The Anglo-Arab political exchanges of 1915-16 ended without a clear-cut territorial plan.

8. The Balfour Declaration spoke of establishing a "Jewish national home" in Palestine and not of "recognizing Palestine as the national home of the Jewish people."

9. The mandate for Palestine was framed unmistakably in the Zionists' favor.

Hold an informal debate in which the above positions are argued. During the discussion following the debate, the teacher should ask what evidence was used by each side to justify its position. The students will find that in many cases both sides used the same historical evidence as justification. Hopefully, at this point the pupils will generalize that this is an argument related to value judgements as well as historical background .

At this point each group of students should meet and attempt to isolate the value positions that are implicit in their arguments. A chart should be made in which these positions are listed side by side (with the Arab value positions on one side, the Israel value positions on the other). Have the class study the chart. Then discuss: Does the geographic situation that you have studied explain these value positions? Does the religious background which you have studied explain them? (Review hypotheses set up at the beginning of the unit). At this point, the students should understand that these points of view reflect different perceptions of history. Tell the students that the rest of this sub-unit will help them to understand these perceptions.

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ı following the debate, the teacher should ask
ɛd by each side to justify its position. The
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ain them? (Review hypotheses set up at the
). At this point, the students should under-
ts of view reflect different perceptions of
udents that the rest of this sub-unit will
nd these perceptions.

The U. N. Report, "The Arab and Jewish Cases," in Rivlin and Szliowicz, eds., The Contemporary Middle East, Tradition and Innovation, pp. 266-276.

"The Arab View of Israel," in Stavrianos, Readings in World History, pp. 541-542.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Culture traits may change as a result of diffusion.

G. Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

S. Sets up hypotheses.

C. The Middle East has been the site
civilizations; it has been an are
diffusion.

1. Some of the first evidences of
   been found in the area.

2. A number of civilizations, inc
   Babylon, and Assyria developed
   Mesopotamia. These civilizati
   in technology, economics, and

3. In the early period, the area
   in which a number of Semitic t
   of the usable land.

   a. The Hebrews were among thes
      of time, they held control
      were defeated in war by the

   b. In 525 B.C. the Persians co
      Greece and India. They div
      autonomous natural province
      and provided a central gove

4. The Greeks, under Alexander th
   and colonized most of the key

5. By 31 B.C., the Romans had bee
   fluence against the Greeks and
   Middle East into Roman province

   a. The Romans accepted much of
      religion, art, and philosoph

   b. The Romans provided order;
      postal system, and military

culture is always
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lt of diffusion.

society is likely
more frequently or
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more instrumental
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territorial and
stability, and
systems.

ypotheses.

C. The Middle East has been the site of the rise and fall of many civilizations; it has been an area of extensive cultural diffusion.

1. Some of the first evidences of the neolithic revolution have been found in the area.

2. A number of civilizations, including Ancient Egypt, Sumer, Babylon, and Assyria developed in the Nile Valley or in Mesopotamia. These civilizations developed advanced cultures in technology, economics, and government.

3. In the early period, the area was one of continued warfare, in which a number of Semitic tribes contended for control of the usable land.

    a. The Hebrews were among these peoples. For a short period of time, they held control of what is now Israel. They were defeated in war by the Assyrians and the Chaldeans.

    b. In 525 B.C. the Persians conquered the area as far as Greece and India. They divided the area into semi-autonomous natural provinces, built a network of roads, and provided a central government.

4. The Greeks, under Alexander the Great, conquered the Persians and colonized most of the key centers of the Middle East.

5. By 31 B.C., the Romans had been able to extend their influence against the Greeks and had parceled most of the Middle East into Roman provinces.

    a. The Romans accepted much of the Greek culture, including religion, art, and philosophy.

    b. The Romans provided order; they established highways, a postal system, and military government.

40. The primary focus of the historical portion of this unit will be on the period from 1900 through the present. There are several methods which can be used to present data prior to this period:

    a. The teacher could give an informal illustrated lecture based on the content listed.

    b. Pupils could read some of the books dealing with these events.

    c. Pupils could prepare a series of oral reports, symposia, dittoed written accounts, or bulletin board displays on the key periods mentioned in the outline of contents.

    d. In addition to one of the above (a, b, or c), do the following:

        1) Have a pupil prepare a timeline illustrating events in the Middle East through 1920. This timeline should leave room for the inclusion of events after 1920, which will be added in later activities. The purpose of this timeline is to analyze the chronology of events rather than to interpret their importance.

        2) Have the class attempt to develop hypotheses about the probable results of political change on the lives of the average resident. Ask such questions as: What sorts of changes would take place in the society? Would the political changes which took place cause fundamental social change? Why or why not?

Pupil refer

Jaeckel and
East, p
Babian, The M
Problems
pp. 6-1
Safran, Isra
file, p

Teacher refe

Kirk, Short
Middle
Lewis, The A
Yale, The Ne

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amental social change? Why or why not?

Pupil references:

Jaeckel and Peretz, The Middle East, pp. 28-37.
Babian, The Middle East, Old Problems and New Hopes, pp. 6-18.
Safran, Israel Today: A Profile, p. 311.

Teacher references:

Kirk, Short History of the Middle East.
Lewis, The Arabs in History.
Yale, The Near East.

- c. The Jewish kingdom of Judea revolted against Rome; in 69 A.D. the Romans razed Jerusalem. The Jews did not re-emerge as a nation until modern times.

- d. Christianity, by 31 A.D., became the official religion of Rome. The Roman capital was moved to Byzantium and became the center of the Eastern Roman Empire.

- e. Rome itself, was submerged by many Germanic tribes, and became part of the history of Europe. The Christian Church lost its unity and its influence was no longer strong in the Middle East.

6. Mohammed, born in Mecca in 570 A.D., founded Islam. This new religion united many Arab tribes and provided a set of laws under which they could function as a group.

   - a. After Mohammed's death in 632, Arab armies conquered all of the Middle East, the Near East, and Spain.

   - b. Arab culture spread with the conquests and became predominant throughout the area.

   - c. Religious and dynastic quarrels, along with poor communications, split the Arab empire, and the central government at Baghdad lost power.

   - d. Control of the Empire fell to the Seljuk Turks, nomadic people from the north who had become converted to Islam. By 1055, they controlled most of the Middle East.

7. The Turks barred Christians from Palestine. From the 11th through the 13th centuries, Europeans sent a number of armies to attempt to drive the Moslems out of the "Holy Land."

a. The Europeans seized Palestine and parts of the Mediterranean coast. They killed both Moslems and Jews.

b. Europeans discovered and adopted some parts of Islamic culture.

c. Trade in luxury goods developed between Europe and the Middle East.

d. The Europeans were driven out of the area by the end of the 13th century.

8. The power of the Seljek Turks was broken by the Mongols in 1258. The Ottoman Turks, another Asiatic people, soon came into power in the empire. The culture, however, remained much the same.

a. The Ottoman Empire remained in power until the close of World War I. Although the empire remained large, its power shrank over time.

b. The Ottoman sultans ruled from Istanbul. They adopted a system of laws based on the Koran and on Turkish customs. They used the Moslem religious and social systems as the basis for government of their empire.

1) In government, the Sultan was the absolute power. Subordinate to him were two sets of officials, one group who administered Moslem law and theology and controlled the courts. The other group, "The People of the Sword," held all administrative and military power.

2) Each community appointed its own religious head and followed its own system of inheritance. Loyalty tended to be given to the village or the family rather than to the state.

3) Administration tended to be at the provincial level. Administrators tended to be corrupt, and government furnished almost no services to the people.

4) Moslem religious laws made little provision for social change; officials opposed change, and very little progress took place in any area.

9. With the decline of the Ottoman power, the European governments began to build colonies or protectorates in the Middle East.

   a. In 1798 Napoleon landed French troops in Egypt. British sea power stopped the French, but the British maintained interests in the area.

   b. The French took control of Morocco, Algeria, and Tunisia.

   c. The British bought controlling interest in the Suez Canal Co.; soon afterwards, they installed themselves as guardians of the canal.

   d. The Russians controlled northern Iran, while the British controlled the southern half.

   e. France gained influence on the Syrian coast and Britain attempted to gain influence in Israel, Jordan, and Iraq.

   f. Germany attempted to gain control of land routes to the Middle East through the Berlin-to-Baghdad railroad.

   g. European countries also gained trade concessions throughout the Empire.

G. Culture traits may change through a process of innovation from within.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

S. Identifies differences and similarities in data.

S. Generalizes from data.

S. Checks on the completeness of data; is wary of generalizations based on insufficient evidence.

D. There were both cult
between the Arabs an

1. The Jews and Arab

a. Both cultures
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b. Both cultures
units, with
social group.

c. The tribal poli
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vidence.

D. There were both cultural similarities and cultural differences between the Arabs and Jews.

1. The Jews and Arabs came from a similar cultural background.

   a. Both cultures were nomadic in nature and they had similar economic systems.

   b. Both cultures had patriarchal and patrilineal family units, with the family functioning as the primary social group.

   c. The tribal political structure of both groups was similar, in that both systems were based on the patrineal family structure.

2. There were some early basic differences between the Arab and Jewish cultures.

   a. The Jews developed a strict monotheistic concept of God long before this concept was developed by the Arabs. The resulting religious distinction of a Jew tended to make the Jewish society a more integrated one.

   b. The Jewish culture became agricultural in nature, while the Arabs,as a group, tended to remain nomadic. This tended to change the economic, social, and political basis of the Jewish society earlier than the Arab society.

41. Have an articulate student give an oral report on the culture of the ancient Jews. He should attempt to emphasize the religious, social, political, and economic factors which were primary in the culture.

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Lewi

Bern

Now have a student who is a good reader give an oral report on the early Arab culture. He should emphasize the religious, social, political, and economic factors which were primary to the culture.

Hold a discussion in which the class compares the religious, social, political, and economic origins of the two cultures. It may be useful to have the class construct a chart to use in this comparison. (See below). Then ask: Why do you think these early cultures seem to be so similar? In what basic ways were they different?

	Hebrews	Arabs
Religion		
Family structure		
Gov't. system		
Econ. system		

ulate student give an oral report on the culture of the He should attempt to emphasize the religious, social, d economic factors which were primary in the culture.

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	Hebrews	Arabs
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nily structure		
't. system		
n. system		

Orlinsky, Ancient Israel.
Michener, The Source, pp. 141-199, 275-311, 423-503.
Lewis, The Arabs.
Bernard, The Arabs in History, Ch. 1.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

G. Some values are conducive to change; some make change difficult.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Change in society is likely to occur more frequently or readily in the less basic, emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

G. Culture traits may change through a process of diffusion.

G. Cultural change is more likely to occur in societies in which people believe that a high degree of mastery over nature and social conditions is possible.

42. Ask: From what you know about the history of these cultures, how would you expect them to change by the late 19th or early 20th centuries? List pupils' hypotheses on the chalkboard. Do not attempt to modify them, although you might ask the pupils what evidence they used in arriving at each one.

43. Give the class a series of readings reflecting Jewish life at the end of the 19th and early 20th centuries. These readings should include life in Europe, Russia, Palestine, and the United States. Pupils should bring their chart in activity #41 up to date, given this data. Ask: Given what you have learned, is it possible to talk about a Jewish culture?

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Singer, In My Father's Court,
selected chapters.
Uris, Exodus, Ch. 2.
Potok, The Chosen.

G. Discrimination against a minority group tends to isolate members of the group and promotes the retention of their cultural values and norms.

G. Persistence of cultural traits may be the result of the lack of exposure to conditions which further change.

G. Change in society is likely to occur more frequently or more readily in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.

3. By and large th
than the Jewish

a. The Arab cul
of a common

b. Most Arabs s
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culture than

E. The Arab-Israeli c
between two cultur
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1. Zionism can be
European nation
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frequently or more
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or technical aspects
h things as basic
mary group relations,
and religious sta-
prestige systems.

3. By and large the Arab culture has changed less over time than the Jewish culture.
   a. The Arab culture also tended to be held together because of a common religion (Islam).
   b. Most Arabs shared a language, a religion, and a moral and legal structure based on that religion.
   c. Industrial technology had far less effect on the Arab culture than on the Jewish culture.

E. The Arab-Israeli conflict can be seen in part as a confrontation between two cultures with similar perceptions of the nation-state.

1. Zionism can be viewed as a logical extension of 19th century European nationalism combined with a Jewish reaction to growing European anti-semitism. Zionism tended to be more attractive to those Jews who were victims of anti-semitism than to those Jews who were more integrated into European society.

44. Give the class a series of readings reflecting Arab life during the same period. If possible, these readings should include life in the cities, the life of a peasant on the land, and the life of a nomad. Again, have students bring their charts up to date. Ask: Can we talk about the Arabs as though they had a single culture?

45. Have an articulate student give an oral report on the emergence of Zionism. He might center his report around the life of Theodore Herzil. After the report, discuss: Why was Zionism popular among the Jews of the Pale while it did not gain popularity among many of the more wealthy Jews?

eries of readings reflecting Arab life during the
ossible, these readings should include life in the
f a peasant on the land, and the life of a nomad.
ts bring their charts up to date. Ask: Can we
ps as though they had a single culture?

Lawrence, Seven Pillars of Wisdom, Chs. 2-4.

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center his report around the life of Theodore
report, discuss: Why was Zionism popular among
e while it did not gain popularity among many of
ws?

Ish-Kishor, Jews to Remember.
Safran, Israel Today.
Uris, Exodus.

Teacher's reference: Rivilin and Szyliowicz. The Contemporary Middle East, p. 276.

G. Discrimination against a minority group tends to isolate members of the group and promotes the retention of their cultural values and norms.

G. Cultural traits may change through a process of diffusion.

G. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

2. Arab nationalism can b
domination and superio

   a. Nationalism is esse
   a group of people.

   b. In traditional Midd
   not related to the
   and tribe.

   c. Western influences
   The western idea of
   nationality should
   and that each people
   was accepted by some

   d. Before World War I,
   the Ottoman Empire.

nation against a minority
nds to isolate members
roup and promotes the
n of their cultural
nd norms.

traits may change through
s of diffusion.

ical conflict there is
e over scarce values
each side tries to
olitical system to
s goals.

2. Arab nationalism can be seen as a reaction against Western domination and superiority.

   a. Nationalism is essentially a feeling of identity among a group of people.

   b. In traditional Middle Eastern society this feeling was not related to the nation state, but rather to religion and tribe.

   c. Western influences tended to change this perception. The western idea of nationalism, the belief that each nationality should constitute an independent polity and that each people has the right to self-determination, was accepted by some Arab leaders.

   d. Before World War I, this feeling was directed against the Ottoman Empire.

46. Have pupils read "The Basic Program." Ask: What effect would this program have on Jews living outside of Palestine? on the Arabs in Palestine? on the European nations? Have students hypothesize but do not test the hypotheses at this time.

Janowsky, *Fou*
p. 134.

47. Have a student present an oral report on the rise of Arab nationalism before and during World War I. He should show the class political maps of the Middle East before and after World War I. He should also include a discussion of Arab participation in the war.

Teacher refere
Szyliowic
temporary
pp. 230-2

48. Have the pupils read a copy of the Balfour Declaration, or read aloud quotations from it, paraphrasing the remainder of it. Ask pupils to compare the declaration with the Basic Program and then to predict the reaction of the Zionists, the Arabs, and the European governments to the document. Discuss: Do you think the British had the right to make this declaration? Why or why not?

Janowsky, *Foun*
p. 13[illegible].

Basic Program." Ask: What effect would this
iving outside of Palestine? on the Arabs in
opean nations? Have students hypothesize but
eses at this time.

Janowsky, Foundations of Israel, p. 134.

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l War I. He should show the class political maps
ore and after World War I. He should also in-
rab participation in the war.

Teacher reference: Rivlin and Szyliowicz, eds., The Contemporary Middle East, pp. 230-239.

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aphrasing the remainder of it. Ask pupils to
with the Basic Program and then to predict
nists, the Arabs, and the European governments
s: Do you think the British had the right to
Why or why not?

Janowsky, Foundations of Israel, p. 135.

G. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people (e.g. parents) or people are frustrated by events beyond their control or the control of the people whom they know, the aggression may be turned against others who become scapegoats.

G. Conflict serves to establish and maintain the identity and boundary lines of societies and groups.

G. The nature of discrimination and prejudice against a specific group is the result of particular interactions over time.

G. Discrimination against a minority group tends to isolate members of the group and promotes the retention of their cultural values and norms.

F. The conflict in the Middle East
semitism in Europe.

1. Anti-Semitism involves the as
absolute and unconditional, i
is inherently and by its very
to others.

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behavior which
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iscrimination
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er time.

against a minority
isolate members
d promotes the
eir cultural
s.

F. The conflict in the Middle East was affected by anti-semitism in Europe.

1. Anti-Semitism involves the assertion that inequality is absolute and unconditional, i.e. that a race or a group is inherently and by its very nature superior or inferior to others.

49. Ask the class to define the term of anti-semitism. Then have them attempt to figure out how anti-semitism might have developed over time. Pupils should draw upon what they learned about racism and scapegoats in the seventh grade unit on Intergroup Relations.

Sykes, "The Pr
Elders of
Today, Vo
Feb., 196

Discuss: Why might Jews have become scapegoats? Perhaps give pupils a reading on the "Protocols of the Elders of Zion" as an example of extreme anti-semitism. Discuss: Why do you think people might believe this sort of thing?

the term of anti-semitism. Then have them
ow anti-semitism might have developed over
aw upon what they learned about racism and
th grade unit on Intergroup Relations.

s have become scapegoats? Perhaps give pupils
cols of the Elders of Zion" as an example of
Discuss: Why do you think people might believe

Sykes, "The Protocols of the
Elders of Zion," *History
Today*, Vol. XVII, #2,
Feb., 1967, pp. 81-88.

S. Listens for main ideas.

G. Nationalism leads to a high degree of intense support within a country for certain goals and means of achieving goals.

G. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of naionalistic ideas from other countries, it helps give rise to feelings of nationalism.

2. Anti-Semitism reached its
leaders used it to help u
the Nazi government.

   a. It provided a simple w
   political, social, and
   explained.

   b. The Jews provided an i
   non-Jews could vent th

   c. The Jews provided an i
   non-Jewish Germans cou

2. Anti-Semitism reached its height in Nazi Germany. Nazi leaders used it to help unify Germany's non-Jews behind the Nazi government.

   a. It provided a simple way in which German military, political, social, and economic tensions could be explained.

   b. The Jews provided an internal group on which German non-Jews could vent their frustration.

   c. The Jews provided an internal enemy against which the non-Jewish Germans could unite.

50. To review and to provide an example of extreme anti-semitism, show the first half of the film Let My People Go. (Do not show the entire film at this time; show only that part which covers the period through the end of World War II.) Ask: What reasons did Hitler and other Nazi leaders have for their anti-semitism? Why do you think the German people may have accepted this official government policy?

Film:

51. Present an informal lecture in which you discuss the effects of World War II on the Middle East. Attempt to bring out the continuing growth of Arab nationalism and the developing anti-colonial feeling among the Arab states.

Yale,

rovide an example of extreme anti-semitism, show the film Let My People Go. (Do not show the entire show only that part which covers the period through r II.) Ask: What reasons did Hitler and other or their anti-semitism? Why do you think the German epted this official government policy?

Film: Let My People Go, Xerox T.V. production, shown first on April 16, 1965.

lecture in which you discuss the effects of World e East. Attempt [illegible] bring out the continuing growth and the developing anti-colonial feeling among the

Yale, The Near East, pp. 398-414.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

G. There are many sources or bases of national power in dealing with other nations.

G. Military capacity is an important factor in the development of national power but not the only one.

G. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious levels.

G. A person's frame of reference affects his perceptions and interpretations.

G. The international system may be looked at as a series of power relationships.

G. As a result of Arab pr
immigration to 1500 pe

1. The Arab states con
which were of vital

2. The Arab Middle Eas
for the British col

3. The Zionists were d
Palestine to offer
Nazi concentration

4. The Arabs, fearing
determined to oppos
Palestine. The Ara
support from outsid

H. The British, having fai
to the Palestine dilemm
Nations.

1. The United Nations s
ommended partition,
Assembly approved th
state.

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ional system may
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onships.

G. As a result of Arab pressure, the British limited Jewish immigration to 1500 persons per month after World War II.

1. The Arab states controlled the Middle Eastern oil supplies which were of vital importance to the British.
2. The Arab Middle East was a primary transportation center for the British colonists in India and the Far East.
3. The Zionists were determined to allow immigration to Palestine to offer haven to those Jews who had survived Nazi concentration camps.
4. The Arabs, fearing a Jewish majority in Palestine, were determined to oppose the admission of more Jews to Palestine. The Arab League, formed in 1945, assured support from outside Palestine.

H. The British, having failed to find a satisfactory solution to the Palestine dilemma, took the problem to the United Nations.

1. The United Nations special committee on Palestine recommended partition, and in November 1947 the General Assembly approved the creation of a Jewish and an Arab state.

52. Show the remainder of the film Let My People Go. Afterwards, ask: What reasons might the British have had to oppose unlimited immigration? Did the Arabs have any right to oppose unlimited immigration or the creation of a Jewish state in Palestine? Why or why not? Can you think of any workable alternatives to Palestine as a home for the displaced Jewish population in Europe? As a springboard for this discussion, you might present King Saud's answer as given to President Roosevelt: "Give them [the Jews] and their descendents the choicest lands and homes of the Germans who oppressed them."

See a

53. At this time the students should recall their debate (in activity #39). Ask: Would you agree with the position that you took in that debate? Why or why not? Do you think that the position the class took would resemble those taken by the Arabs and Jews in the United Nations? Appoint a group to look up data on these debates and to report to the class the next day.

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Ask the class to account for similarities and differences in the arguments they raised in their debate and those raised in the United Nations

the film Let My People Go. Afterwards, ask: What
ish have had to oppose unlimited immigration? Did
ht to oppose unlimited immigration or the creation
alestine? Why or why not? Can you think of any
to Palestine as a home for the displaced Jewish
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swer as given to President Roosevelt: "Give
their descendents the choicest lands and homes
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See above, activity #50.

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think that the position the class took would
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up data on these debates and to report to the

t for similarities and differences in the argu-
eir debate and those raised in the United Nations

Rivlin and Szyliowicz, The Contemporary Middle East, pp. 266-276.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.

G. Military capacity is an important factor in the development of national power but not the only one.

G. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

G. In political conflict there is a struggle over scarce values or goals.

G. War seems to be the result of multiple, interrelated causes.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

2. Israel became a state, th
attacked the new state.

3. As a result of the war, 8
became homeless refugees;
a pressing problem.

4. The Arabs were unsuccessf
territory. In July, 1949
Israel and the Arab state

5. The Arabs mounted an econ
closed the Suez Canal to

I. By 1955 an arms race began in
Soviet bloc supplying Egypt.
lost.

1. Egypt increased its raids
broke out along the Gaza S

2. Israel attacked Egypt, mov
Suez Canal. The British a
Egypt refused to stop figh
miles from the Canal.

2. Israel became a state, the British withdreq, and the Arabs attacked the new state.

3. As a result of the war, 800,000 Arabs fled Israel and became homeless refugees; these refugees have remained a pressing problem.

4. The Arabs were unsuccessful, and lost a good deal of territory. In July, 1949, armistice agreements between Israel and the Arab states were signed.

5. The Arabs mounted an economic boycott against Israel and closed the Suez Canal to Israeli shipping.

I. By 1955 an arms race began in the Middle East, with the Soviet bloc supplying Egypt. The balance of power was lost.

   1. Egypt increased its raids on Israel, and separate fighting broke out along the Gaza Strip.

   2. Israel attacked Egypt, moving in the direction of the Suez Canal. The British and the French intervened when Egypt refused to stop fighting and withdraw at least ten miles from the Canal.

debate. Why would class members perceive the situation differently than would the participants? Have pupils attempt to hypothesize about the possible political, and economic motives of the major nations involved (Great Britain, the U. S., the Soviet Union, etc.) What political and economic pressures might have been used to influence the representatives of these major powers?

54. Appoint three groups of pupils to prepare to role play a U.N. debate which takes place at the time of the Israeli invasion of Egypt in 1956. One group should take the Israeli position, one the British position, and one the position of the United States. Each group should investigate the situation and develop outlines of justifications of their points of view prior to the role-playing session. The teacher should prepare the class for the debate by giving a short, factual overview of the conflict. The class should then discuss the debate from the positions of each participant.

By this time each class member should have arrived at a value position vis-a-vis the Arab-Israeli situation. Discuss: Who do you think was "right" in the Arab-Israeli conflict of 1967? Can you think of any way to compromise your differences? Attempt to have the class work out some sort of compromise between the different points of view as a means of settling the dispute.

G. There are many sources or bases of national power in dealing with other nations.

G. Military capacity is an important factor in the development of national power but not the only one.

G. Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and the unconscious levels.

G. Coalitions and temporary associations may result from conflict where primarily pragmatic interests of the participants are involved.

G. A person's frame of reference affects his perceptions and interpretations.

S. Identifies cultural assumptions.

G. Compromise is easier where there is not an ideological perception of the issues, that is, where the issues are not moralized and not seen as related to other issues.

3. Israel was success
and French aided i

4. Britain and France
Council under the
U.S.S.R.

5. The basic tension
remained.

are many sources or
of national power in
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ideological perception of the
that is, where the issues
moralized and not seen as
to other issues.

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3. Israel was successful in its attack, and the British and French aided in destroying most of Egypt's arms.

4. Britain and France were condemned by the U.N. Security Council under the leadership of both the U.S. and the U.S.S.R.

5. The basic tension between Israel and the Arab countries remained.

S. Tests hypotheses against data.

G. Wars seem to be the result of multiple, related causes.

S. Figures out ways of testing hypotheses.

S. Checks on the completeness of data.

S. Identifies differences in data.

S. Draws inferences from graphs.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Differences in productivity and in levels of living may result from differences in the stage of development.

S. Sets up hypotheses.

IV. The Middle East faces nume
countries have tried to ov

A. Living levels as measur
of the Middle East.

1. The GNP indicates th
duced in a nation's

a. GNP divided by th
a per capita GNP
living levels fro

b. The GNP may be an
veloping nations,
goods or food pro
those services fo

2. GNP per capita is mu
Middle Eastern count
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eses.

IV. The Middle East faces numerous economic problems, and different countries have tried to overcome these problems in varied ways.

A. Living levels as measured by GNP per capita are very low in most of the Middle East.

1. The GNP indicates the value of all goods and services produced in a nation's economy.

a. GNP divided by the number of people in a nation provides a per capita GNP figure which is useful in comparing living levels from one country to another or over time.

b. The GNP may be an inaccurate measure, particularly in developing nations, because it does not include home-made goods or food produced and consumed by the farmer or those services for which money does not change hands.

2. GNP per capita is much higher in Israel than in the other Middle Eastern countries but lower than in the countries from which most of Israel's inhabitants came.

55. Discuss: Do you think that you have adequately explained the causes of the conflict between the Israelis and the Arabs? Hopefully, pupils will see that, while the history of the area sheds more light on the causes of the conflict, they must find out about present institutions to understand the conflict more fully.

56. Point out that the class is now going to turn to the economic problems of the Middle East and the differing ways in which countries are trying to solve them. Review hypotheses which pupils developed earlier relating economic differences to the Arab-Israeli conflict and ask pupils to try to decide whether their hypotheses are justified as they study this section of the unit. Ask: What kinds of economic data do we need to collect to test these hypotheses?

57. Ask: What do you think an economist means when he uses the term "per capita gross national product?" If this unit is taught during the ninth grade course, this question should merely call for review of what has been learned earlier. If the unit is taught in the eighth grade course, develop the concept in very simple terms at this time. Then ask questions to bring out some of the limitations in GNP for comparative purposes.

Babian, T
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Now show the class a chart on comparative GNP for the Middle East. Have pupils identify the nations that are most directly involved in the Arab-Israeli conflict. How do the nations on both sides of this conflict compare in terms of GNP? What problems might the low GNP per capita present to the Arab countries? How high is Israel's per capita GNP in comparison to the GNP in countries from which many of her immigrants have come? Would this introduce any problems for Israel? Why or why not?

think that you have adequately explained the causes
etween the Israelis and the Arabs? Hopefully,
hat, while the history of the area sheds more light
the conflict, they must find out about present
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onal product?" If this unit is taught during the
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earlier. If the unit is taught in the eighth grade
he concept in very simple terms at this time. Then ask
g out some of the limitations in GNP for comparative

Babian, The Middle East, Old Problems and New Hopes, p. 20.

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lict. How do the nations on both sides of this conflict
of GNP? What problems might the low GNP per capita
ab countries? How high is Israel's per capita GNP in
GNP in countries from which many of her immigrants
this introduce any problems for Israel? Why or why

G. Living levels in the U.S. are high compared to those in most countries.

S. Draws inferences from graphs.

S. Sets up hypotheses.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of those scarce things by sub-groups within the society.

G. In all societies people have certain economic goals. Although some economic goals are much alike, different societies place differing emphasis upon them and even have quite different goals.

G. Certain basic economic questions related to allocation are resolved in some fashion by every society, although perhaps in no other way than by tradition. These questions are:

B. For all Middle Easter
bution of income is e

1. Incomes are high f
wealthiest ten per
forty per cent of

2. Incomes are very l
cent of the people
the total income.

3. In Israel the middl
accounts for about

B. For all Middle Eastern countries except Israel, the distribution of income is extremely uneven.

1. Incomes are high for the rich who are few in number; the wealthiest ten per cent of the people account for almost forty per cent of the income.
2. Incomes are very low for the poor; the lowest fifty per cent of the people account for twenty-four per cent of the total income.
3. In Israel the middle forty per cent of the population accounts for about forty-five per cent of the income.

58. Project a chart on income distribution for developed and developing countries in the Middle Eastern area. Tell the pupils that the top chart represents the distribution for the Arab states while the bottom chart represents Israel's distribution. Ask: What can you tell by comparing these two charts? What would it mean to a nation to have the sort of income distribution shown in this top chart? in the bottom chart? List pupils' hypotheses but do not try to have pupils verify them at this point. They will test them later in the unit.

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59. If this unit is being taught in an eighth grade class, have pupils read the preface to Babian at this time. Discuss the concept of economic goals as related to economic systems. The purpose of this activity is to give pupils an idea of an economic system and how such a system is affected by cultural values. If this unit is being taught in the ninth grade course, this activity should not be necessary. Ask the class to try to decide how Israel's economic goals compare with those of the Arab states, and how the countries differ in the ways in which economic questions are resolved.

Babian
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on income distribution for developed and developing
e Middle Eastern area. Tell the pupils that the top
s the distribution for the Arab states while the bottom
s Israel's distribution. Ask: What can you tell by
two charts? What would it mean to a nation to have
ome distribution shown in this top chart? in the
List pupils' hypotheses but do not try to have pupils
this point. They will test them later in the unit.

Greater Cleveland Social Science
Program, The Middle East,
p. 177.

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e Arab states, and how the countries differ in the
onomic questions are resolved.

Babian, The Middle East, Old
Problems and New Hopes,
pp. i-v.

(1) What and how much of each good and service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the people?

G. Poor living conditions, long hours of hard work, poor diet and poor health affect a person's ambition and his ability to work.

G. At any specific time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods) by the levels of technology, and by the efficiency of the organizational structure.

C. For most Middle Ea
sociological condi

1. Over 82% of the
subsistence far
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2. In most instanc
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3. The typical far

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C. For most Middle Eastern countries, economic, political, and sociological conditions are unfavorable for economic growth.

1. Over 82% of the people living in the Middle East are subsistence farmers or nomads with very low levels of living.
2. In most instances, the peasant does not own the land which he works; most land belongs to absentee landlords. Rent payments leave little or no surplus beyond subsistence.
3. The typical farm village is overpopulated.
4. Crop yields per acre are usually low.
5. Purchasing power of the peasant is usually very small.
6. Because of the reluctance of the land-holding aristocracy to invest, there has been very little investment in industry.
7. Governments have very little money to invest in "social overhead."

60. Project a chart on "The Vicious Circle of Poverty." Ask: Given your knowledge of Middle Eastern geography and history, do you think this circle would be true of the Arab states? of Israel? (Ask pupils to analyze the factors shown on the inside of the circle before they answer this question.)

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Ask: If poverty is a primary problem in the Arab states today, why was it less of a problem fifty years ago? (Ask further questions as needed to develop different interpretations of poverty and adequate living levels and of the consequences of rising expectations of the people brought about by further contact with more developed nations.)

art on "The Vicious Circle of Poverty." Ask: Given your Middle Eastern geography and history, do you think this be true of the Arab states? of Israel? (Ask pupils to factors shown on the inside of the circle before they question.)

rty is a primary problem in the Arab states today, why f a problem fifty years ago? (Ask further questions as elop different interpretations of poverty and adequate and of the consequences of rising expectations of the t about by further contact with more developed nations.)

Babian, The Middle East, Old Problems and New Hopes, p. 34.

S. Considers alternative causes of action.

S. Draws inferences from data.

S. Draws inferences from charts.

S. Sets up hypotheses.

S. Generalizes from data.

G. Changes in birth and death rates may have important effects on a society.

G. Living levels do not rise unless output of production grows at a faster rate than population.

8. Middle Eastern agri
Israel.

   a. Increased capita
   cultural product

   b. Cultivated land
   for grazing, but
   is grazing land.

   c. Rapid population
   growth in agricu

   d. In many Arab cou
   rapidly than the

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duction grows at a
an population.

8. Middle Eastern agricultural productivity is low, except in Israel.

   a. Increased capital goods are needed to increase agricultural production.

   b. Cultivated land is more productive than land used for grazing, but much of the land of the Arab countries is grazing land.

   c. Rapid population growth has tended to cancel out growth in agricultural productivity.

   d. In many Arab countries population tends to increase more rapidly than the capacity to produce agricultural goods.

61. Ask: How do you think the Middle Eastern countries might go about breaking this vicious circle or cycle? Suggest that if Israel has been more successful in economic growth than the Arab states, although using a similar physical environment, Israel might provide a model for economic development for the Arab states. Ask: Why, up to this point, hasn't this happened?

62. At this point it is appropriate to compare Israel and the Arab states to make the economic differences between them more obvious. Before you do so, however, review the physical resources of Israel and the Arab states.

Show the class a series of charts on Middle Eastern agriculture such as the percent of national income produced by agriculture, land use, and acres per person under crops. Ask: What types of agriculture are most important in the Middle East? How do Israel and the Arab states compare in terms of the data presented on these charts? Why would Israel get a smaller proportion of her national income from agriculture than do the Arab states? Why would Israel have a lower portion of its productive land under crops than the Arab states do? Why does Egypt have so few acres per person under crops? Use these charts to have pupils generalize about agricultural problems in the Middle East.

Haig,
Great

63. On the chalkboard, list the agricultural production of Egypt and Israel for 1950 and 1960 and the population of both nations for these dates. Have pupils divide the production by the population for each nation for each date. Ask: What is necessary if living levels are to rise in these countries?

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ı think the Middle Eastern countries might go about icious circle or cycle? Suggest that if Israel has ssful in economic growth than the Arab states, al- similar physical environment, Israel might provide a nic development for the Arab states. Ask: Why, up hasn't this happened?

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Haig, The Middle East.
Greater Cleveland Social Science Program, The Middle East, pp. 151-178.

rd, list the agricultural production of Egypt and and 1960 and the population of both nations for ve pupils divide the production by the population for each date. Ask: What is necessary if living se in these countries?

Oxford Regional Economic Atlas on the Middle East and North Africa.

G. People use their physical environment in terms of their cultural values, perceptions, and level of technology.

S. Sets up hypotheses.

G. Output can be increased by technological progress in the development of tools and machines and power to replace manpower.

G. The migration of peoples from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the use of the area to which the people migrate.

G. People tend to work hardest at those jobs for which they receive the greatest incentive (monetary and non-monetary).

G. Some values are conducive to change; some make change difficult.

D. Egyptian and Israe
trasts; Arab count
ment of farming te

1. While many Egyp
are being insti

a. Different hi

b. Mechanizatio

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d. The lack of e
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difficult.

D. Egyptian and Israeli agricultural methods offer sharp contrasts; Arab countries show even less progress in the development of farming techniques.

1. While many Egyptian farming methods are primitive, reforms are being instituted.

   a. Different higher profit crops are being introduced.

   b. Mechanization is incraasing crop yiels.

   c. Desert and marshland are being reclaimed.

   d. The lack of education and capital pose difficult problems in Egypt's attempts to increase agricultural production.

2. Israel has had a number of agricultural problems but has made rapid progress toward solving them.

   a. Much of Israel's population is made up of people from eastern and western Europe; while most of them were not farmers in Europe, they understood western technology and were strongly motivated to succeed.

   b. The farmer as a "pioneer" holds high social status in Israel, while the fellahin, or Arab peasant, holds very low social status. This status situation tends to work positively for increased agricultural production in Israel and negatively in the Arab states.

64. Have an articulate student give an oral report on agricultural methods in Egypt and in Israel. He should concentrate on irrigation methods and on other methods of technology. Afterwards, ask: Why do you think Israel's agricultural technology is more advanced than Egypt's? Let pupils set up hypotheses.

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Janowsky,
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65. Now show a chart of the composition of Israel's immigration since 1900. Ask: Would the fact that most of the Jewish immigrants came from Europe have any importance in answering the question about why Israel's agricultural technology is more advanced than that in Egypt? In what way would these people's background be different from the background of the Arab farmers?

Janowsky,
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66. Have pupils read Ben Gurion's speech on "Halutziut" or pioneering. Afterwards, ask: What does the social status of the farmer seem to be in Israel?

Now have pupils read about the fellahin. Then ask: Where does the fellahin fit in the social status system of the Arab states? What difference would this difference in social status among Israeli and Arab farmers have upon agricultural production? Why?

Janowsky,
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tudent give an oral report on agricultural methods
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of technology. Afterwards, ask: Why do you
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Mansfield, Nasser's Egypt,
pp. 168-191.
Janowsky, Foundations of Israel,
pp. 41-44, 123-124.

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le's background be different from the background

Janowsky, Foundations of Israel,
pp. 145-147.
Eisenstadt, "Israel," in Rose, ed.,
The Institutions of Advanced
Societies, pp. 385-386.

Gurion's speech on "Halutziut" or pioneering.
t does the social status of the farmer seem to

about the fellahin. Then ask: Where does the
ocial status system of the Arab states? What
difference in social status among Israeli and
n agricultural production? Why?

Janowsky, Foundations of Israel,
p. 150.
Greater Cleveland Social Science
Program, Middle East, pp. 31-36.
Stavrianos, ed. Readings in World
History, pp. 547-550.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

G. Economic output is affected by the quality of labor as well as the quantity of labor. The quality of labor is affected by health conditions.

G. The quality of labor is usually increased by education and training.

3. Some of the other
relying upon graz
less progress tha
production.

E. Israel and Egypt hav
attempting to raise
countries have made

1. Egypt has made pr
the mass of her p

a. A plan of heal
huge problems

b. The attitude o
must be change

c. While many doc
a decrease in
unfavorably.

2. Israel has had su
1920's, particula
service has also
the Arabs.

F. Israel is far ahead
of public education.

1. Egypt has made a
opportunities for

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provide and the rel-
on each.

t is affected by the qual-
s well as the quantity of
ality of labor is affected
itions.

labor is usually in-
ation and training.

3. Some of the other Arab states are more heavily nomadic, relying upon grazing to a great extent; they have made less progress than Egypt has in increasing agricultural production.

E. Israel and Egypt have made different degrees of progress in attempting to raise health levels of the people; some Arab countries have made less progress than has Egypt.

   1. Egypt has made progress in raising health standards for the mass of her people.

      a. A plan of health insurance has been instituted; however, huge problems remain to be solved.

      b. The attitude of the people towards disease and infection must be changed if much progress is to be made.

      c. While many doctors have been trained, there has been a decrease in the level of living, which affects health unfavorably.

   2. Israel has had superior public health services since the 1920's, particularly among the Jews; this public health service has also bettered the health conditions among the Arabs.

F. Israel is far ahead of the Arab states in developing a system of public education.

   1. Egypt has made a great effort to increase educational opportunities for her people.

67. Have a student give a report on public health facilities in Egypt and in Israel. Afterwards ask: What effect would better health have upon agricultural production in both areas?

    Perhaps have several pupils investigate public health facilities and problems of disease in other Arab countries. They should tell the class how these compare with those in Egypt.

68. Have a pupil compare public education in Egypt and in Israel. He should concentrate on the problems faced in both areas in their attempts to promote better education. Afterwards ask: How might more education affect agricultural production?

udent give a report on public health facilities in Egypt and . Afterwards ask: What effect would better health have upon ral production in both areas?

Marshfield, Nasser's Egypt,
pp. 109-112.
Janowski, Foundations of Israel,
pp. 56-61, 113-116.

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Marshfield, Nasser's Egypt.,
pp. 120-124.
Janowski, Foundations of Israel,
pp. 116-117.

a. About 80% of th
may go to free

b. There is an att
the entire popu

c. Egypt is far ah
providing basic

2. Israel has had fre
since 1949; second
rapidly.

S. Sets up hypotheses.

G. Israel is much more i
Imports and exports a
nation's manufacturin
materials and export m
states tend to import
materials.

S. Draws inferences from charts.

a. About 80% of the population attaining the age of six may go to free public schools.

b. There is an attempt to provide primary education for the entire population.

c. Egypt is far ahead of most Middle Eastern nations in providing basic education.

2. Israel has had free and compulsory elementary education since 1949; secondary and higher education are growing rapidly.

s.

G. Israel is much more industrialized than the Arab states. Imports and exports are an index of the development of a nation's manufacturing industry; Israel tends to import raw materials and export manufactured goods, while the Arab states tend to import manufactured goods and export raw materials.

from charts.

3

V. The Middle East
village and cit

G. Individuals know a foreign culture as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

A. The Arab soci
and city. Ba
of the extend
pressures for
are bringing

V. The Middle East is marked by diverse social systems between village and city and between Arab and Israeli.

A. The Arab social system differs considerably between village and city. Basically, however, it is marked by the dominance of the extended family and very slow change. Recent pressures for change are affecting all institutions and are bringing about accelerated though still slow change.

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a foreign culture
es and pictures
by communicators;
ese images rather
world and real

72. Have a pupil investigate Israel's diamond industry. He should prepare a chart comparing Israel's imports of rough diamonds and its exports of cut and polished diamonds. He should also prepare an estimate of the dollar value of these imports and exports, and include these figures on his chart. Have the class examine the chart. Then discuss: Does Israel seem to profit from its diamond trade? Why do you think Israel might develop a diamond industry when it has no raw diamonds? (Relate to skills of people.)

73. Ask: What factors would be necessary in the Arab states for them to be able to match Israel's rate of industrial growth? Do you think the Arab states can accomplish these changes in the near future? Why or why not?

    Perhaps present an informal, illustrated talk on economic policies of Egypt as Egypt attempts to industrialize. Then have pupils try to decide how Egypt resolves the basic economic questions facing any economic system. Tell the class that they will return to this question after looking at the social and political systems.

74. Review what pupils learned about similarities in the Israeli and Arab cultures during their study of the history of the area. Tell the class that they are now going to study these societies in more detail. Ask: How might a more thorough knowledge of these societies help you understand better the causes of the Arab-Israeli conflict, and the war of the summer of 1967 in particular?

75. Ask: What images come to mind when you hear the word "Arab?" List the impressions that come from individual class members on the chalkboard. In all probability, a number of these images will be associated with the traditional concept of the Bedouin. Have the students identify these concepts. Ask: Do you think that the Beduoin way of life is typical of the modern Middle East? Hopefully, pupils will realize that most Arabs now live in villages or towns. Ask: Why, then, might we find it useful to study the Beduoin culture?

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ing Israel's imports of rough diamonds and its exports
ished diamonds. He should also prepare an estimate of
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profit from its diamond trade? Why do you think Israel
a diamond industry when it has no raw diamonds? (Relate
eople.)

Oxford Regional Economic Atlas on the Middle East and North Africa.

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ch Israel's rate of industrial growth? Do you think the
accomplish these changes in the near future? Why or

Mansfield, Nasser's Egypt, Ch. 9.

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G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

S. Draws inferences from a comparison of different map patterns of the same area.

S. Sets up hypotheses.

G. Changes in one aspect of culture will have effects on other aspects. Technological change may cause serious problems in a society.

G. All the institutions in a society are related; because of this relationship, a change in one institution is likely to affect other institutions.

1, Even though the Beducins
clining proportion of the
important for their role
Arab civilization and for
well.

a. Traditionally, and at
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which, needing every bit
cannot afford to devote

1) The Bedouins have la
oldest and most luc
guiding, protecting,
merchants and relig
vehicles and airplan

2) Bedouins have always
the settled communit
things by force in
others by trade, thi

3) The Arab has alway
that he was isolated
wants, and was a goo

1, Even though the Beduoins constitute only a small and declining proportion of the Arab population, they are important for their role in creating the values of the Arab civilization and for their economic functions as well.

a. Traditionally, and at present the Bedouins are the stock-breeders for Middle Eastern agricultural regions which, needing every bit of land for cultivation, cannot afford to devote much to pasturage.

1) The Bedouins have largely lost one of their oldest and most lucrative functions, that of guiding, protecting, and raiding the caravans of merchants and religious pilgrims who now use motor vehicles and airplanes.

2) Bedouins have always depended for many things upon the settled communities. They have taken some things by force in raids, while they have obtained others by trade, through the use of cash.

3) The Arab has always been difficult to govern, in that he was isolated, highly mobile, had few wants, and was a good fighter.

76. Ask: What functions do you think the Beduoins might have, or have had for the Arab society as a whole? Refer to the maps that have been developed in the geography unit showing agricultural areas, crops produced, etc. Ask: Given this agricultural situation, where would livestock be produced? What means of transportation would one have used to move through this area fifty years ago? Help the class understand that the Bedouins are livestock producers for agricultural regions and guides and protectors for travelers.

See map
su

77. List the following factors on the chalkboard:

1. Growth of nationalism and the nation-state.
2. Desire to industrialize.
3. Growth of western-type legal systems.
4. Increase in technology.

Ask: Would you agree that these factors seem to be common to most of the Arab states? If pupils agree that these are common factors, ask them to hypothesize on how these factors might effect the Beduoin tribes. List these hypotheses, but do not attempt to verify or refute them at the present time.

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raphy unit showing agricultural areas, crops pro-
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See maps developed in geography
sub-unit.

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rialize.

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on how these factors might affect the Beduoin
hypotheses, **but do not attempt** to verify or re-
esent time.

S. Reads for main ideas.

G. The structure of the family varies from society to society.

S. Applies previously-learned concepts and generalizations to new data.

G. Families in different cultures have different functions. Family functions may vary over time and from group to group within a society.

G. Although age and sex are principles used in all societies to differentiate status and role within the family, the specific roles differentiated by these principles are organized very differently from society to society.

b. Bedouins are now bro
governments which ar
over all who live wi

1) Modernization has
than the Bedouin
his capacity to e

2) New weapons monop
weakened the trib

3) Improved communic
to adopt tastes a
only in towns.

c. The primary institut
is the family.

1) It is patriarchal
structure.

2) Each family is re
individual family

3) Families related
are permanent, ef
ization.

4) The tribe is made
thing to a state
the wandering of
other tribes, and
control.

b. Bedouins are now brought under increasing control by governments which are determined to exercise dominion over all who live within their borders.

  1) Modernization has made the government more mobile than the Bedouin and has reduced his isolation and his capacity to escape.

  2) New weapons monopolized by the governments have weakened the tribes.

  3) Improved communications have induced the Bedouin to adopt tastes and habits which can be satisfied only in towns.

c. The primary institution within the Bedouin society is the family.

  1) It is patriarchal, patrilocal, and partiarcial in structure.

  2) Each family is responsible for the conduct of each individual family member.

  3) Families related to one another form clans, which are permanent, effective units of social organization.

  4) The tribe is made up of clans. It is the nearest thing to a state among the Bedouins. It fixes the wandering of the tribe, makes treaties with other tribes, and exercises some degree of social control.

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and sex are principles
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le within the family, the
s differentiated by these
e organized very differently
to society.

78. Have the class read Berger's description of the desert communities. This is a difficult reading, and it will be appropriate to work closely with the class as they read and discuss it. Because of its difficulty, it should probably be presented and discussed in parts, as follows: Be

   a. Have pupils read pp. 62-64. Tell them to read to try to find out about the structure of the family, the clan, and the tribe. They should also note the roles of men and women in the society. Be

   b. Have pupils diagram the family using the method that they learned in the family unit in the 7th grade curriculum. Ask: What influence might this sort of a family structure have on the society as a whole? What effect might this definition of the roles of the sexes have on a village society? on an urban society? What would be likely to occur in this society if its members were to move into a large city? Keep a record of the hypotheses developed, but do not attempt to verify them at this time.

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S. Sets up hypotheses.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Some values are conducive to change; some make change difficult.

5) The individ
and tribe.

d. Sex roles amon

1) Traditional
the camels.

2) The women c
water, and

3) Even though
this divisi

e. Though Bedouin
modernizing Ar
persisted over
Islam.

1) These value
of bravery,

2) These value
life.

f. As the tribes
increased thei
land.

    5) The individual is subordinated to the family, clan, and tribe.

d. Sex roles among the Bedouin are strongly differentiated.

    1) Traditionally, the man has fought and looked after the camels.

    2) The women care for the other animals, provide for water, and manage the household and the children.

    3) Even though the man is no longer a warrior, this division of labor still prevails.

e. Though Bedouin society plays a declining role in the modernizing Arab world, certain Bedouin values have persisted over time, both in Arab life and through Islam.

    1) These values have taken the form of the ideals of bravery, pride, generosity, and cunning.

    2) These values are evident in many phases of Arab life.

f. As the tribes settled on the land in Iraq, the Sheikhs increased their political power through ownership of land.

c. Have pupils read pp. 66-68 in Berger. They should read particularly to find out what Berger sees as the primary Bedouin ideals. On a worksheet, have each pupil list these ideals, their origin in the culture, and an example of their effect upon the culture.

Berger, The A
pp. 66-6

Berger tends to be an environmental determinst. Ask: Did the Bedouins develop these ideals because of the physical environment in which they live? Can you think of any other people who live in a different physical environment but who have similar ideals? Why would people from different physical environments share the same sort of ideological structure if that structure is a result of the environment? How might these values change in a village society? an urban one?

d. Have pupils read Berger's case study of the interaction between the tribes and the central government in Iraq. After they have finished reading, ask: How did the cultural traits you identified affect the society when they settled on land in Iraq? Which of the traits made it most difficult for the government to accomplish what it wanted?

Berger,
Today, pp

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Berger, The Arab World Today,
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v might these values change in a village society?

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entral government in Iraq. After they have finished
ow did the cultural traits you identified affect the
y settled on land in Iraq? Which of the traits made
for the government to accomplish what it wanted?

Berger, The Arab World
Today, pp. 72-73.

G. Certain aspects of the social structure may inhibit marked social change and innovation. (Class structure may inhibit social change because upper class members will fear loss of rights and not accept ideas of people of lower classes.)

S. Sets up hypotheses.

S. Draws inferences from maps and charts.

S. Tests hypotheses against data.

1) Because of t
could deal w
leaders.

2) The Sheikhs
because of p

3) The power of
power of the

2. Arab village life
to another; the so
the older Bedouin
somewhat by the mo
shows stirrings of

a. The most common
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1) Villages tend
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2) Older, higher
center of the

3) Villages tend

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e because upper class
fear loss of rights
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nces from maps and

eses against data.

1) Because of tribal custom, the central government could deal with the tribes only through their leaders.

2) The Sheikhs rejected all forms of land reform because of personal interest.

3) The power of the Sheikhs lay outside the formal power of the state.

2. Arab village life differs very little from one country to another; the social system is based primarily upon the older Bedouin system, although it has been modified somewhat by the more settled life of the village and shows stirrings of even greater change.

a. The most common physical layout of Arab villages is the concentration of dwellings, shops and public buildings in the center and the radiation of small plots of cultivated land from the center to the periphery.

   1) Villages tend to be divided into several districts, starting at the center and radiating out toward the periphery.

   2) Older, higher status families tend to occupy the center of the village.

   3) Villages tend to have very high population densities.

What might the government have done that it did not do to bring about land reform?

Have each pupil write a short paper in which he attempts to present possible solutions to this problem.

79. As a recap of this part of the unit, have the class review the primary traits and values of the Bedouin culture. Ask the students to consider these traits and to build a hypothetical model of the culture of an Arab agricultural village. What would such a village be like? Make a record of this model to check against the data studied in the next activities.

80. Have a pupil make a model or a map of an Egyptian village. He should base his model on the description given in Berger, pp. 74-76. He should also look for pictures in periodicals such as the National Geographic. The pupil should explain his map or model to the class.

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d reform?

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Reader's Guide to Periodical
Literature.
Berger, The Arab World Today,
pp. 74-76, p. 84.
Also see:
Beckingham, C.F., Atlas of the
Arab World and the Middle
East, p. 13.

S. Draws inferences from maps and charts.

G. Cultural traits may change through a process of diffusion.

G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. All the institutions in a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions and changes in other institutions are reflected in the family.)

S. Identifies and examines assumptions to decide whether or not he can accept them.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

b. Egyptian vill

1) It is comm
within its
the city.

2) Villages a
for a comm
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c. Arab villages
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Arab village t

1) In Egypt, t
of the Nile

2) In Jordan,
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3) In Syria an
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d. Compared to ur
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b. Egyptian villages are not orientated toward one another.

   1) It is common for each village to live entirely within itself except for the sale of its crop to the city.

   2) Villages appear to be unrelated to each other except for a common relationship to a regional trading center.

c. Arab villages tend to be different in site and situation from country to country, but the culture of the Arab village tends to be much the same.

   1) In Egypt, the villages are strung along the banks of the Nile and form an almost continuous chain.

   2) In Jordan, the villages have been little more than semipermanent nomadic encampments, but true agricultural villages are becoming more numerous.

   3) In Syria and Iraq the villages tend to be more isolated from towns than in other Arab countries.

d. Compared to urban areas, there are few social classes in the Arab villages.

   1) The sharpest differences are between the absentee owners of large estates and the wage workers on them. However, these absentee landlords are loosing their land and power through land reform.

81. Draw a sketch on the chalkboard showing Egyptian villages strung closely along the banks of the Nile. Draw lines showing the flow of trade and communication from each village to the nearest large city. Ask: What might this trade and communication pattern mean to the villages? Would the pattern tend to allow the villagers to learn from one another? Have pupils develop hypotheses to explain this pattern.

82. Have pupils read the article on Kafr el Battikh from the New York Times.

Quote the following statement from Muhammad Ali made in 1856: "The Fellah (peasant) is an animal-kind, docile, laborious: a higher sort of dog. The Bedouin, too, is kind and laborious after his fashion . . . but he is not docile . . ." Ask: If the fellah is a Bedouin whose ancestors settled in villages and become farmers, how true would you expect the above statement to be? Why? If it is true, what changes have taken place in the culture? Would this reading lead you to believe that the statement is still true, even if it once was? Be sure that pupils realize that they are considering an Egyptian village. Perhaps you should explain that the physical layout of villages will differ from country to country, even though life within them is probably much the same.

83. Have a pupil make a chart of the social class structure present in the typical Arab village. The chart should include not only the social strata, but also the prerequisites for membership in the different strata. After the chart has been presented and explained to the class, pupils should discuss the basis for class distinctions. Then ask: How does the class structure in the village compare with that of the nomads? How easy would it be to move up and down in the class structure of the villages? Why?

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The New York Times, June 4, 1960,
p. 4.
(exerpted in Berger, The Arab World
Today, pp. 75-76.)

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?

Berger, The Arab World Today,
pp. 78-82.

G. Families in different cultures have different functions. Family functions may vary over time and from group to group within a society.

G. The structure of the family varies from one society to another.

2) Ownership of lan
prestige. To ow
highest prestige

3) There are three
the tenant, the
they hold presti

4) There are also d
enjoyed by diffe
is piety, and an

5) There is no real

6) Social mobility
land or through

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family.

1) The Bedouin fami
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a) The family is
members.

b) The individua
and disciplin

2) The patrilinial,
a center of atta

2) Ownership of land is the primary indicator of social prestige. To own the land one works is to have the highest prestige.

3) There are three types of non-landowning peasants: the tenant, the sharecropper, and the day laborer; they hold prestige in that order.

4) There are also differences in degree of prestige enjoyed by different families. One source of prestige is piety, and another is modern education.

5) There is no real middle class of "yeomen" farmers.

6) Social mobility occurs through gaining ownership of land or through formal education.

e. The village family differs little from the Bedouin family.

1) The Bedouin family functions primarily as an institution of socialization and social control.

  a) The family is responsible for the actions of its members.

  b) The individual is subject to the close supervision and discipline of the family group.

2) The patrilinial, patrilocal extended family has been a center of attachment in the village.

84. Have pupils refer back to the charts that they constructed on the Bedouin family structure. Then review the functions of the family. Ask: Do you think that the family would change when the society became agricultural? Why or why not?

85. Draw a chart depicting the structure of the family in the Arab village. Use an overhead projector to show the class a transparency of this chart. Have them compare it with their chart of the Bedouin

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tructure. Then review the functions of the family.
nk that the family would change when the society
ral? Why or why not?

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overhead projector to show the class a transparency
ve them compare it with their chart of the Bedouin

Berger, The Arab World Today, pp. 74-89.

G. Families in different cultures have different functions. Family functions may vary over time and from group to group within a society.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. People usually do not discard a cultural trait completely; they are more likely to modify it to fit new situations.

G. Political power is distributed unevenly through a population.

G. Societies differ in the relative number of ascribed and achieved statuses they provide and the relative emphasis on each.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

a) Its function
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a) Its functions are important in marriage, birth, and death.

b) It has gained functions in the area of work, ownership of land, and material aid.

c) It retains its socializing function along with the function of social control.

f. Political life in the village tends to be simple; it differs somewhat from political life of the Bedouins.

1) Most of the villages are governed by an elected headman, who is advised by an elected or informally chosen council of elders.

2) The headman's main function is to maintain public security, for which he may have a small police force.

3) The mayor and elders are generally unpaid, though they are granted certain minor privileges.

4) The mayor and elders are usually members of the most prosperous families in the village.

5) The mayor is the only political link to the central government.

6) The Bedouin form of government differs somewhat; it consists of the tribal leader and the council of elders from various clans.

family. Ask: Why do you think that the structure of the family changed so little? What additional functions might the patrilinial family have in village life? Hopefully, pupils will add the function of determining the ownership of land to the functions listed above.

86. Have a good reader give a report on the government of the Arab village. He should make a chart showing the lines and basis of power within that government.

Berge
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Ask pupils to write several short paragraphs comparing the village government with the government of the clan among the Bedouins. When the papers are completed, several of them should be read to the class and the comparisons discussed.

Why do you think that the structure of the family changed
t additional functions might the patrilinial family have
? Hopefully, pupils will add the function of determining
f land to the functions listed above.

der give a report on the government of the Arab village.
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Berger, The Arab World Today,
pp. 78-79.

rite several short paragraphs comparing the village govern-
government of the clan among the Bedouins. When the papers
several of them should be read to the class and the com-
ssed.

G. Changes in one aspect of culture will have effects on other aspects. Cultural changes will ramify whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

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g. The traditional Arab valu
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1) Hospitality and displa
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3) The men in the village
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4) In the village, braver
courage and cunning to
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a) The sheikh's power is limited by tradition and by the council of elders.

b) Leadership is passed on to the shaikh's son, or someone else in the sheikh's family.

c) The government fixes the wanderings in the desert, makes treaties with other tribes, and exercises some degree of social control.

d) The qualities sought in a tribal leader are courage, wealth, and a fatherly attitude toward his people.

g. The traditional Arab values are maintained chiefly in the villages. They are bravery, pride, generosity, and cunning.

1) Hospitality and display go together in the village as they do in the desert.

2) Reverence for leaders and for age are both more pronounced in the village than in the desert.

3) The men in the village love leisure, gregariousness, and sociability as do the Bedouins in the desert.

4) In the village, bravery is valued in the form of courage and cunning to defy the traditional foe, largely the constituted authorities.

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87. Ask pupils to recall the traditional Arab values as they found them in their study of the Bedouin culture. List these values on the chalkboard. Also review the way in which these values affected the typical behavior of the Bedouins. List these behaviors opposite the appropriate values.

Read the class descriptions of village life related to these values. Have the class fit these descriptions to the listed values. Ask: How have the behaviors reflecting these values changed? Why did these values change as they did?

ll the traditional Arab values as they found them in
Bedouin culture. List these values on the chalkboard.
y in which these values affected the typical behavior
List these behaviors opposite the appropriate values.

criptions of village life related to these values.
these descriptions to the listed values. Ask:
iors reflecting these values changed? Why did these
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Berger, The Arab World Today,
p. 83.

S. Generalizes from data.

S. Sets up hypotheses.

G. Although culture is always changing, certain elements may persist for long periods of time.

S. Sets up hypotheses.

h. The Arab society h
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1) Village life ha
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h. The Arab society has tended to change in some important ways, and it has tended to remain the same in others.

   1) Village life has tended to develop a more differentiated class structure.

   2) While the family has in some ways remained the same, it has taken on added functions in the environment of the village.

   3) Village government, while it has many of the same traits, has tended to become more complex than tribal government.

   4) While the traditional Arab value structure has tended to remain the same, the behavioral forms in which these values are manifest have tended to change.

   5) The Arab villages have tended to remain isolated from the central governments and from each other, much as the Bedouin tribes did.

i. With the introduction of modern means of communication and the growth of nationalism and independence, changes are beginning to occur in the social and political life of the village.

   1) Many of these changes concern the relations between the village and the central government. They are in the area of the villagers'conception of themselves as members of a nation state and an Arab society.

   2) Radio and newspapers bring awareness of occurances in the outside world, particularly those occurrences related to the Arab states and Israel.

88. Hold a discussion in which the class summarizes ways in which Arab society changed when it became an agricultural village society, and ways in which it remained the same. Ask: Do you think that the village society will tend to remain much as it is now? Why? What directions do you think the society would be most likely to take in the area of social change? (Let pupils set up hypotheses to test in the next activities.)

89. Have pupils look again at the case study on Kafr el Battikh. Have them skim the article, attempting to find factors which would indicate changes which are likely to come. (Hopefully, pupils will indicate the radio and loudspeaker, and the presence of newspapers as critical.)

S. Tests hypotheses against data.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

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b) About 1/2 of tho
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c) The favorite top
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d) Radio listeners
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f) About 20% of the
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3) In the villages, authority and prestige are beginning to flow toward the literate younger people, because they can understand better what is happening in the cities and the outside world.

4) One study would seem to indicate that there has been a great increase in political awareness among the villagers. This study of a random sample of villagers from 5 villages with population ranging from 700 to 5,000, located about 50 miles northwest of Cairo showed:

   a) About 1/5 of those interviewed read newspapers.

   b) About 1/2 of those interviewed listened to the radio.

   c) The favorite topic of those who read newspapers was political news.

   d) Radio listeners prefered recitations from the Koran, music, and news, in that order.

   e) A considerable proportion of leisure time talk among men was devoted to local and national affairs, news of which had been communicated by those who read newspapers and listened to the radio.

   f) About 20% of the men in the study were able to distinguish between a plebiscite and an election. In a control poll of university students in Egypt, about 50% of the students were able to make this distinction.

90. Hand out a dittoed copy of the results of several studies of political awareness in the villages. Ask: Do these studies tend to support your hypotheses about change and about communications?

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copy of the results of several studies of political illages. Ask: Do these studies tend to support your hange and about communications?

Hirabayshi, Gordon K. and M. Fathalla El Khatib, "Communication and Political Awareness in the Village of Egypt," Public Opinion Quarterly, (1958) 22:357-63

G. Some values are conducive to change; some make change difficult.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.

G. To be successful, a person who tries to introduce technological change into a country must analyze many factors before selecting techniques to be used. Securing participation by the people in all phases of the innovation process gives people a chance to develop a feeling of need for it and enables them to work out adjustments in their own way.

S. Tests hypotheses against data.

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ses against data.

g) Eighty per cent of the males and fifty per cent of the females in the study knew that Nasser was President of the Republic.

5) A study by Armstrong and Bashshur sought to discover the degree to which inhabitants of 13 villages in central Lebanon expressed "modern" values, such as specialization in occupation, expectation that education will be more important than religion in solving social problems, confidence in technology and education, and the belief in the need for innovation. More than half of the villagers, both Moslem and Christian, favored these "modern" values.

j. Technical know-how and economic patterns are imbeded in cultural systems; these systems can either act as sanctions or as barriers to technical or economic change. Cultural differences must be understood, and the understandings and values of the culture must be used if technological or economic change is to take place.

91. Tell the class about the results of the study of the incidence of "modern" values in 13 villages in central Lebanon. Again, ask pupils to attempt to predict possible future change in the village society.

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92. At this point, it would be appropriate to present the class with a case study of an agricultural development project in an Arab village. Most of these case studies are written as reports to founding agencies, and they are not written at an 8th or 9th grade level. It would probably be best for the teacher either to revise one such study so that it could be read by his class, or to tell the class about such a study. A study that would be most appropriate would be the report on the Tur'an Agricultural Project. Once the class has analyzed the case study, the class should discuss how the project used the traditional values of the society to help introduce modern mechanized agricultural methods.

Nichoff
or

93. Have pupils refer back to the conceptual model developed in Activity #79. Have them compare their model of the village society with what they have learned about the Arab village. Have them test their hypotheses against the data collected. When their predictions were incorrect, ask why they were incorrect. When their predictions were correct, why were they correct?

out the results of the study of the incidence of "modern"
ages in central Lebanon. Again, ask pupils to attempt
le future change in the village society.

Armstrong, Lincoln, and Rashid Bashshur, "Ecological Patterns and Value Orientations in Selected Lebonese Villages," Public Opinion Quarterly, (1958), 22:406-15.

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Niehoff, Arthur H., A Casebook on Social Change, pp. 165-174.

back to the conceptual model developed in Activity #79.
their model of the village society with what they have
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. When their predictions were incorrect, ask why they
hen their predictions were correct, why were they

S. Sets up hypotheses.

G. Changes in one aspect of a society will have effects on other aspects. Cultural changes will ramify whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Peoples who are in contact with each other are likely to borrow cultural traits from each other.

G. Although culture is always changing, certain elements may persist for long periods of time.

S. Uses maps to depict information in order to identify patterns in data.

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3. Urban areas are growing; they are changing more rapidly than villages but many cultural traits persist.

   a. Change is taking place faster in the cities than in the village and in the desert.

      1) Arab cities are growing rapidly because of increasing population and industry.

      2) The cities are growing physically, creating new patterns of city streets, new kinds of buildings and new patterns of social life.

      3) The cities tend to be the vehicles through which change is introduced into all of Arab society. Many of these changes tend to be Western in origin.

   b. The lay-out of cities illustrates both historical continuity and change.

      1) The traditional Arab town took its shape from two main considerations: religion and protection. Religion required that the mosque should be at the center and related structures close by. Protection dictated that the town should be located in an inaccessible place and protected by a wall.

         a) The mosque is located in the center of the "old town." It served both religious functions and as the main gathering place of the town.

94. Introduce the study of the Arab city by asking: What changes do you think will occur in the people of the villages if they move into a large city? List these predictions on the chalkboard. Also ask: From what direction do you think change in the basic Arab culture has come? Again, list hypotheses.

95. Have a pupil who is talented in art or drafting draw a detailed map of a generalized Arab city from information found in Berger. (Or draw this map yourself.) The map should be large enough so that the detail is evident to the class. Have the pupil explain the symbols used, but do not have him explain the meaning of the basic configuration of phenomena.

Berge

of the Arab city by asking: What changes do you the people of the villages if they move into a hese predictions on the chalkboard. Also ask: do you think change in the basic Arab culture ist hypotheses.

talented in art or drafting draw a detailed map ab city from information found in Berger. (Or elf.) The map should be large enough so that the the class. Have the pupil explain the symbols ve him explain the meaning of the basic config- a.

Berger, The Arab World Today, pp. 105-116.

S. Draws inferences from maps.

S. Sets up hypotheses.

b) The bazaars were arranged around the mosque in the traditional town. They were usually arranged in the order in which the products were related to the function of the mosque.

c) Beyond the bazaars were the inns, warehouses, public baths and trades which required more room.

d) This area was surrounded by the residential district. The residential district was separated into well-defined "quarters," each with its homogeneous population, its law, and custom.

e) The "old towns" tended to be laid out in a gridiron pattern, although some towns, such as Baghdad, used a radial plan.

ces from maps.

heses.

2) The present Arab city is different from the traditional one, yet shows signs of its heritage.

a) Most cities retain a vistage of the old structure, now called the medina or the "old town."

(1) The medina is often just outside the modern city.

(2) The traditional bazaar is still located in the district, and it still retains its concentration of homes and shops.

b) The present center of the city, which contains modern residential and commercial buildings surrounded by slum areas, is usually adjacent to the "old city."

96. Using the map developed in activity #95 as a starting point, have the class attempt to build as many hypotheses about the Arab town as possible. The teacher may find it necessary to ask questions to get pupils to start hypothesizing. (e.g., Why does a portion of the city have a wall? How do you account for the placement of the mosque or the bazaar?) Ask pupils to hypothesize about the functions of the city. Do not attempt to prove or disprove these hypotheses at this point. They will be considered in later activities.

eveloped in activity #95 as a starting point, have the
build as many hypotheses about the Arab town as
teacher may find it necessary to ask questions to get
hypothesizing. (e.g., Why does a portion of the
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Ask pupils to hypothesize about the functions of
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Map of a generalized Arab city developed in activity #95 above.

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(3) The governme
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c) Beyond this dist
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d) The new suburbs,
and villas lie b
and wealthy Arab
in this area.

S. Tests hypotheses against data.

G. Changes in one aspect of a culture will have effects on other aspects. Cultural changes will ramify whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Although culture is always changing, certain elements may persist for long periods of time.

c. Arab cities were built
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(1) It is usually built in an European style, with broad streets and avenues lined with fine shops.

(2) It is the commercial center, the entertainment district, and the tourist center.

(3) The government buildings are usually in this area.

c) Beyond this district is the mass residential district, located close to the center of the city.

d) The new suburbs, with modern apartment buildings and villas lie beyond. The upper middle class and wealthy Arabs and the foreign groups live in this area.

c. Arab cities were built out of considerations of military strategy, commerce, dynastic or national pride, and administrative convenience. They are becoming only somewhat industrial.

1) Because of its concentration of government power, the Arab city dominates its area politically.

2) The Arab city is a trading center. It has connections with the outside world and is the center of internal commerce. It dominates its hinterland economically.

3) Because communications media are concentrated in the cities, the cities tend to dominate the cultural life of the Arab world.

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97. Now have the pupil who developed the map explain the reasons for the arrangement of the lay-out and the changing functions of the city.

pil who developed the map explain the reasons for the
he lay-out and the changing functions of the city.

Generalized map of an Arab city
developed in Activity # 95.

S. Uses appropriate references to locate information.

G. Population distribution reflects man's values, perceptions, and technology as well as physical features of an area.

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4) The educational facilities available in the Arab world are concentrated in the cities. There are few secondary schools outside of large cities and no universities.

5) The Arab city has little modern industry, although the amount is increasing; the only modern industry in the Arab world is found in the cities.

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perceptions, and
well as physical
area.

d. A high proportion of the Arab population lives in large cities.

1) In Egypt, Iraq, and Jordan about one sixth of the total population live in cities of 100,000 or more.

2) In Lebanon and Syria, the proportion appears to be even higher, about 25%.

3) High proportions of population in major cities usually do not appear in underdeveloped agricultural nations, but only in industrial nations.

4) From the start, the Arab world has had a strong urban character. Religious and cultural background favor urban life, as do economic considerations, such as the high density of the settled areas in a largely desert-steppe region.

5) Arab countries tend to be dominated by a few large cities, and the larger cities are growing more rapidly than the smaller ones.

6) Urban populations are growing more rapidly than rural populations.

98. Show the class a large political map of the Middle East. Have the pupils locate the large cities of the area. Also, have several pupils look up the populations of these cities in an atlas. The class should then compare the populations of the cities with the populations of the countries in which they are located.

Large

Goode

Ask: Does this data show a high or a low proportion of urbanization? Have pupils compare this proportion of urbanization with the urbanization of Asian agricultural nations such as India and with the percentage of people living in large cities in Europe and the U.S. When they have discovered that Middle Eastern nations have a high proportion of urbanization, ask: What factors, given an absence of industry, might cause such a high incidence of urbanization?

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Large political wall map of the
Middle East.
Goode's World Atlas.

S. Sets up hypotheses.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Identifies differences in data.

S. Generalizes from data.

S. Tests hypotheses against data.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

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e. While the large city provides more jobs that the village, the number of good jobs available is small. The city may well attract the rural poor because it provides a more tolerable setting for poverty.

1) Charity is more abundant and accessible in the large city.

2) The city can provide some social mobility, in that some education is available.

3) Most poor people in Arab cities live only at the edge of subsistence. However, there are a great number of very low paid service jobs available which provide most of the employment.

   (a) These jobs require no education and training.

   (b) They seem to function to increase the employer's status, ease his task, or to provide a pittance for a poor relative or someone from one's own village.

f. There is a sharp difference between the few main social classes in the Arab city.

1) These classes tend to remain associated with traditional institutions which have only recently been undergoing change. Urbanization and industrialization are beginning to affect the class structure, however.

2) New types of jobs are being created; they are beginning to make occupation a more important determinant of one's social class.

99. Quote Berger's statement: "The attractive power of the large Arab city is not merely its capacity to provide jobs, for it does not offer many purely economic advantages. . . for the rural poor and the underemployed it can provide a more tolerable setting for their poverty." Ask pupils to evaluate this statement in the light of what they know about living conditions in the desert and the village.

    At this point, read aloud an adaptation from Berger. Then ask: What effect might this sort of life have on the social structure and the values of the Arabs?

100. Make a transparency showing the social structure in Arab cities. (See content section.) Use an overhead projector to show this chart to the class. Have pupils compare this social structure with the one they made for the village and the one for the Bedouin tribes. Ask: Is it in any way similar? How is it different? How can your account for the changes? At this point it would be appropriate to tell pupils more about the social class structure. Have pupils test their earlier hypotheses against this data.

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its capacity to provide jobs, for it does not offer many purely
vantages. . . for the rural poor and the underemployed it can
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Berger, The Arab World Today,
from paragraph 2, p. 98,
through paragraph 2, p. 100.
(To be adapted by the
teacher).

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ainst this data.

Teacher-made transparency of
Arab social structure.
Overhead projector.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technolgocial, in social organization, in ideology, or whatever else is a part of the cultural system.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. All the institutions in a society are related; because of this interrelationship, a change in one institution is likely to affect other institutions. (Changes in the family are reflected in other institutions and changes in other institutions are reflected in the family.)

S. Sets up hypotheses.

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/ effects on other aspects;
ill ramify whether they
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n ideology, or whatever
part of the cultural system.

ulture is an integrated whole,
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ip, a change in one in-
is likely to affect other
ns. (Changes in the family
ted in other institutions
s in other institutions are
in the family.)

potheses.

(a) Absentee owners of large agricultural landholdings, along with the new urban wealthy groups such as industrialists, important merchants and bankers, along with their families, are at top of the social hierarchy.

(b) Independent professionals (engineers, doctors, lawyers), and other professionals (journalists, writers), and upper army officers make up the second group.

(c) Most white-collar workers, teachers, and other employed persons with higher than average education but moderate incomes make up the third group.

(d) Skilled artisans, small merchants, and the more specialized workers make up the fourth group in the structure.

(e) The urban mass (porters, messengers, laborers, and those who earn little money and live on the edge of subsistence) make up the lowest social class in the cities.

g. The traditional Arab family structure tends to be breaking down under the pressures of a society that emphasizes nationalism, education, and industrial developement.

1) The Arab family, particularly in the city, has fewer functions for the individual.

2) Yet, the ideal of the extended family seems to retain its hold, particularly on the men.

101. Ask: Do you think that the family would tend to maintain its strong place in the society in an urban situation? Why or why not? After some discussion, have each pupil write a short (two or three paragraph) paper which justifies his position.

For

At this point, have a good reader give an oral report on the changing family in the Arab society. After the report, hold a discussion in which you do the following: (a) Have pupils test their hypotheses against the data presented in the report. (b) Ask pupils to identify the factors which seem to be causing change in the Arab family, and

nk that the family would tend to maintain its strong
iety in an urban situation? Why or why not? After
have each pupil write a short (two or three para-
ch justifies his position.

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ab society. After the report, hold a discussion in
following: (a) Have pupils test their hypotheses
presented in the report. (b) Ask pupils to identify
seem to be causing change in the Arab family, and

For report see Berger, The Arab World Today, pp. 131-144.

S. Tests hypotheses against data.

G. In different societies or in differing groups within a society, some emotions and sentiments are strongly repressed; others are encouraged. As a result any one group has a modal personality or personalities among its adults.

G. Some values are conducive to change; some make change difficult.

S. Generalizes from data.

S. Generalizes from data.

3) In the city, th
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along with educ

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1) While values an
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3) In the city, the state is beginning to do what the family is unable to do in providing trade unions, social security, and factory legislation, along with education and regulation of marriage.

h. Various developments have combined to produce a society in which insecurity, hostility, suspicion and rivalry find their compensation in a strong adherence to religious ritual, patterns of integration and hospitality, and a limited form of cooperation.

1) While values and modal personalities change, this change occurs over long periods of time.

2) Arabs are seeking to change their institutions rapidly. This strong desire for change may bring about a more rapid change in basic values.

(c) Ask pupils to predict the factors which may change as a result of the change in the Arab family.

102. At this point, it is appropriate to look at the changing Arab value structure and personality. Reading material that is on an 8th or 9th grade ability level is very difficult to find. Therefore, it may be necessary for the teacher to prepare an illustrated, informal lecture.

Te
Be

After the informal lecture, ask: How might this value pattern have functioned to build the societies we have studied in the desert, the village, and the city?

103. As a review of the portion of the unit devoted to the Arab society, pupils should list those social traits, attitudes and values which they think would be most likely to bring the Arabs into conflict with Israel and those which would tend to facilitate an end to that conflict.

dict the factors which may change as a result of
b family.

appropriate to look at the changing Arab value
lity. Reading material that is on an 8th or 9th
s very difficult to find. Therefore, it may be
cher to prepare an illustrated, informal lecture.

Teacher Reference:
Berger, The Arab World Today,
Ch. 5.

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portion of the unit devoted to the Arab society,
those social traits, attitudes and values which
most likely to bring the Arabs into conflict with
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A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

G. People change their culture if they feel a real need for change, if they are dissatisfied with present aspects of their culture.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Tests, refines, and eliminates hypotheses and works out new ones where necessary.

B. In Israel, social change
in two segments of the sc
of time. The first was t
of the shtetl (Eastern Eu
to the naturalistic and s
Kibbutzim, which has been
society. The second atte
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1. Participants in the fi
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   a. Eastern European Je
   semitism, which inc

   b. Hopes for assimilat
   were frustrated bot
   anti-semitic progra

   c. Many young Jews were
   Shtetl, and conseque
   other adults who ac

   d. The European youth
   scouting movements
   a revolt against tra
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S ABOUT SOCIAL DATA.

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s and works out new
e necessary.

B. In Israel, social change can be seen as occuring primarily in two segments of the society, over two different periods of time. The first was the change from the European culture of the shtetl (Eastern European village) and the city ghetto to the naturalistic and socialistic culture reflected in the Kibbutzim, which has been viewed as an ideal by the Israeli society. The second attempt at social change can be seen in the attempt to integrate the vast number of immigrants from widely heterogeneous social backgrounds into the Israeli society as it had developed.

1. Participants in the first five waves of Jewish immigration to Israel, (first through fifth Aliyah, 1882-1944) came primarily from the European Shtetl and the city ghettos.

   a. Eastern European Jews had long been victims of anti-semitism, which included physical attacks and pograms

   b. Hopes for assimilation into Eastern European culture were frustrated both by social discrimination and by anti-semitic programs following World War I.

   c. Many young Jews were dissatisfied with life in the Shtetl, and consequently with their parents and other adults who accepted this life.

   d. The European youth movements of the period, which were scouting movements with Zionist sympathies, emphasized: a revolt against tradition, love of nature, love of nation, self-expression, emphasis on the emotional aspect of life, and the gospel of

104. Tell the students that they are going to study the culture of Israel, looking at many of the same classifications as they did during their study of the Arab culture. Ask: How do you think the social system in Israel is likely to differ from that of the Arabs? Hopefully, the class will develop the idea that there will be no Bedouin phase to this culture. Also, hopefully, the class will realize that this will largely be a study of an immigrant culture.

105. Ask pupils to recall their study of the European Jews and of Zionism from the history portion of this unit. Review the main factors that caused many Eastern European Jews to immigrate to Palestine. Also review the basic concepts related to Zionism.

Ask: What sort of society would you predict that these Jews would create in Palestine? Why? List these predictions for verification later in this sub-unit.

106. Have pupils read the ten basic principals of the Zionist Youth Movement. Tell the class that the median age of the immigrants in the period of early immigration was between 18 and 25 years, and most of them had belonged to the movement whose basic principals they have just read. Ask: Do you wish to modify the predictions that you made in the light of this new information? List the new hypotheses and modified hypotheses for later testing.

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ents that they are going to study the culture of Israel, ny of the same classifications as they did during their Arab culture. Ask: How do you think the social system likely to differ from that of the Arabs? Hopefully, the velop the idea that there will be no Bedouin phase to Also, hopefully, the class will realize that this will study of an immigrant culture.

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Spiro, Kibbutz: Venture in Utopia, p. 43.

"joy in work."
an outlet for th
youth. Eventual

G. The significance of location depends upon cultural developments both within and outside a country.

2. At the time of the
did not appear to b
build a Jewish nati

a. Palestine is sma
barren.

b. The limited stre
pleted by human

c. Industry was pra

d. Mineral resource

e. Without economic
sustain its nati

G. Persistance of cultural traits may result from a lack of conditions which further change.

G. Some values are conducive to change; some make change difficult.

3. Life in Diaspora di
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a. According to Zio
Jews of numerous
have become "mid
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They have no app
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no basis in real

"joy in work." The Zionist movement itself provided an outlet for the feelings of many of the alienated youth. Eventually, the movement led them to Israel.

location depends
pments both
country.

2. At the time of the first Aliya, the land of Palestine did not appear to be an appropriate place in which to build a Jewish national home.
   a. Palestine is small, and by modern standards quite barren.
   b. The limited stretches of fertile soil had been depleted by human neglect.
   c. Industry was practically non-existant.
   d. Mineral resources remained unexploited and unexplored.
   e. Without economic development, the country could barely sustain its native population.

ral traits may
f conditions
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ucive to change;
ficult.

3. Life in Diaspora did not tend to create a culture which fit with ideals of the Israeli moral postulate or to be particularly helpful in building a new state.
   a. According to Zionist theory, minority status deprived Jews of numerous channels for economic activity. Jews have become "middlemen" who are economic parasites who become distorted by the nature of their work. They have no appreciation for nature and strike no roots in the soil, they have no understanding of the dignity and creativity of physical labor, and they have developed a sterile intellectualism, which has no basis in real life.

107. Have all pupils read Janowsky's brief description of the land of Palestine. Or have a pupil give a report on the conditions in Palestine as described by Uris. Ask: What would it be necessary to do to make this physical environment into a Jewish national home? What sort of people with what basic skills do you think would be necessary to accomplish this?

108. Have pupils read "To The Land of Israel" from In My Father's Court, by Singer. Introduce the reading by explaining something about Singer and his stories of the Warsaw ghetto. After the students have completed the reading, ask: Why do you think that Moshe Blecher was unsuccessful in Israel? After pupils have discussed his lack of training at necessary tasks appropriate to that country and his dislike of manual labor, ask: Why do you think he returned again after he had failed once? Hopefully, pupils will suggest that ideology and strong motivation might cause him to learn a new way of life.

pils read Janowsky's brief description of the land of Palestine. upil give a report on the conditions in Palestine as described k: What would it be necessary to do to make this physical en- nto a Jewish national home? What sort of people with what s do you think would be necessary to accomplish this?

Janowsky, Foundations of Israel, pp. 15-16.
Uris, Exodus, pp. 212-219.

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Singer, In My Father's Court, pp. 80-86.

G. Ideologies are important for the structure they give to a social system, the answers they give to ambiguous situations, and the cues for responses they suggest.

S. Locates information by using the index in books.

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4. Rapid culture
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c. The absorbi
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5. The Israeli cu
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could develop

b. In the shtetl and ghetto, persons who engaged in physical labor were looked down upon, in that manual labor symbolized the antithesis of the social ideal, a life devoted entirely to study.

4. Rapid culture change tended to occur among immigrants to Israel, particularly among those coming from Europe.

   a. Immigrants arriving in Israel before 1944 were primarily young people who were in revolution against shtetl society and wanted to establish a totally new type of communal life.

   b. Most immigration took place in small groups which were formed with the direct purpose of preparing for migration to Israel.

   c. The absorbing society developed an ideology based on an over-all social and cultural identification with incoming immigrants and on ideas of social justice and welfare that assured complete social and economic equality to new immigrants.

5. The Israeli culture, as it developed in the period before national independence, grew out of two primarily socio-economic movements; the Youth Movement, with naturalistic and socialistic overtones, and the Zionist movement which aimed to concentrate Jews in their homeland so that they could develop a "normal" national life.

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109. Have the pupils read the following selections: Israeli pioneer on the love of the land (Spiro, p. 12); Gordon, on the religion of labor (Spiro, p. 13); Katznelson on The Meaning of Aliya (Janowsky, p. 156); Gordon on The Idealization of Labor (Janowsky, p. 157-158).

Ask: What differences might it make in the basic values of the Jews in the shtetl and ghetto if they really believed the point of view illustrated in these readings. What kind of society would they want to build if they went to Palestine? To clarify the impact of ideology, select portions of the descriptions of the youth movement, Zionism, and Aliya from Spiro to describe or read aloud to the class.

Spiro
Janow

110. Have pupils read the list of moral postulates that Spiro found to be basic to the particular Kibbutz that he studied. Ask: What kind of an agricultural settlement might result if a group of people that strongly held these beliefs were to build one? Break the class into buzz groups, and ask each group to present a list of probable characteristics of a kibbutz. They should think particularly about family structure, social structure, and political and economic organization. Each group should then use the index in Spiro to look up and check on the accuracy of their predictions in each area. Ask the students to compare the kibbutz with the Arab village that they studied.

For mo
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Spiro,

pils read the following selections: Israeli pioneer on the land (Spiro, p. 12); Gordon, on the religion of labor 13); Katznelson on The Meaning of Aliya (Janowsky, p. 156); ne Idealization of Labor (Janowsky, p. 157-158).

Spiro, Kibbutz, pp. 12-13, 43-59.
Janowsky, Foundations of Israel, pp. 156-158.

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For moral postulates, see content section, or Spiro, Kibbutz, Ch. 2.
Spiro, Kibbutz.

a. The basic moral postulates of the kibbutz culture illustrate the implication of both of these movements. While the kibbutzim are in a minority in Israel, they represent an idealized way of life accepted as an ideal by the culture.

b. The naturalistic-socialist movement tended to produce the following postulates:

   1) The moral value of labor or the ideal of work as an ultimate value.

   2) Property used and produced by the entire community belonging rightfully to the entire community.

   3) The principle of social and economic equality, in which economic distribution to all members of the community is formally equal.

   4) The principles of equality, qualified by the ethical consideration of need.

   5) Social equality rather than a stratified society.

   6) Individual liberty. The primacy of the group's interests. (The interests of the individual become subordinate to the interests of the group. The individual's motivations will always be directed to the promotion of the group's interests, and group living and group experiences are valued more highly than their individual counterparts.)

G. A given culture is an integrated whole, based on fundamental postulates and values.

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G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

6. The physica
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ues.

c. These postulates tend to fit well with the ideals of the Zionist movement, which also strongly shaped the Israeli culture.

   1) Zionist convictions state that the Jews constitute a nation, and that every nation has the duty to survive and to perpetuate its national culture. As long as Jews remain a national minority living in other nations, they are under physical threat of extinction. Further, minority status has distorted the psychological and cultural complexion of the Jews. Escape from minority status will enable the Jews to take their rightful and normal place among the nations of the world.

   2) Emphasis on physical labor and rural rather than urban living is reinforced by the Zionist conviction that Jewish national life requires that Jews return to physical labor and that they strike roots in the soil.

   3) Zionist conviction motivates kibbutzim to devote much manpower to non-kibbutz activities and nationalistic goals.

   4) Zionist conviction further has led most kibbutzim to open their doors for the settlement and rehabilitation of refugee youth.

physical environment
is cultural values,
and level of tech-

6. The physical structure of the kibbutz reflects the basic culture of the people that created and live in it.

   a. The kibbutz and its land covers an area of about 11,000 dunam, with a dunam being equal to about 1/4 of an acre.

111. Have several members of the class role play a meeting between a leader of the Zionist movement and several members of a new kibbutz. The Zionist leader is attempting to persuade the kibbutz to develop in the direction most useful to the nation as a whole, while the members of the kibbutz wish to retain their value structure and to build a kibbutz that will reflect it. The class should see that these objectives do not conflict, but complement each other.

112. Have each pupil read the physical description of the kibbutz studied by Spiro. Have each student make a sketch map of the kibbutz from the description. The class should compare this map with the maps of the Arab village. Ask: How can you account for the similarities and differences in the two maps? To what extent does the physical environment determine the way in which people live in the area?

mbers of the class role play a meeting between a leader of
ement and several members of a new kibbutz. The Zionist
pting to persuade the kibbutz to develop in the direction
the nation as a whole, while the members of the kibbutz
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he class should compare this map with the maps of the
Ask: How can you account for the similarities and
the two maps? To what extent does the physical en-
mine the way in which people live in the area?

Spiro, Kibbutz, pp. 63-66.

S. Uses maps to depict information in order to identify patterns in data.

G. Economic systems differ as to how questions are resolved about what and how much to produce and who shall get what goods and services.

b. The village i
the variou f

c. The houses ar
of the commun
social center
surrounded by

d. The houses ar
apartments, w

1) Each apart
porch, and

2) Each room
with basic
and books;

e. The village a
clothing stor
library, read
school.

7. The kibbutz agri
profitable.

a. Agriculture i
which owns te
trucks, along

b. Kiryat Yedidi
among eight b

1) Dairy: wh
milk per y

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entify patterns

b. The village is situated in a hub, from which radiate the various fields and orchards.

c. The houses are laid out in parallel rows on either side of the communal dining hall, which is the physical and social center of the kibbutz. The dining room is surrounded by a landscaped lawn.

d. The houses are built in the form of ranch-house apartments, with four apartments per house.

   1) Each apartment consists of one room and a small porch, and is surrounded by lawn and flower gardens.

   2) Each room is inhabitated by one couple, is furnished with basic furnishings which include a book case and books; most rooms have a radio.

e. The village also includes a laundry, sewing room, clothing storehouse, dispensary, office, store, library, reading room, children's dormitories, and a school.

ems differ as to how
resolved about what
to produce and who
t goods and services.

7. The kibbutz agricultural economy tends to be economically profitable.

   a. Agriculture is completely mechanized at Kiryat Yedidim, which owns ten tractors, three combines, and three trucks, along with other agricultural machinery.

   b. Kiryat Yedidim divides its agricultural production among eight branches.

      1) Dairy: which produces a hal[illegible]llion liter of milk per year.

113. Give the class a list of agricultural goods produced by Kiryat Yedidim (the fictional name of the kibbutz studied by Spiro). Have the students compare this production to the production of an Arab village. Ask: How can you account for the difference in productivity? If pupils suggest that mechanization may account for some of the difference, give them the list of machines owned by the kibbutz. Then give them the average man-day productivity of all members of the kibbutz, both productive and non-productive members, and have them compare it with the average cost of maintainence per person per day. Ask: Is the kibbutz profitable? Once pupils have decided that this is an economically profitable system, ask: Have you studied anything other than mechanization that would make the kibbutz a more profitable operation than the Arab village? Spi

list of agricultural goods produced by Kiryat Yedidim
ame of the kibbutz studied by Spiro). Have the students
duction to the production of an Arab village. Ask:
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n, ask: Have you studied anything other than mechani-
d make the kibbutz a more profitable operation than
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Spiro, *Kibbutz*, pp. 71-74.

2) Field Crops:
per year.

3) Vegetable Gar
per year whic

4) Fishery: Art
fish annually

5) Fruit Orchard
produced for

6) Flocks: Goat
sheep are rai

7) Poultry: The
eggs per year

8) Fodder: This
clover, alfal

c. The average man-
kibbutz, includi
ductive labor as
two lira.

d. It costs about 9
a member for one

G. Even when a major reorganization of society takes place, not all culture is completely modified.

8. The kibbutz represe
agricultural villag
the extent of commu
ownership.

  2) Field Crops: produces five or six thousand tons per year.

  3) Vegetable Garden: produces 400-500 tons of produce per year which is sold at local markets.

  4) Fishery: Artificial fish ponds produce 70 tons of fish annually.

  5) Fruit Orchards: Grapes, grapefruit and olives are produced for market.

  6) Flocks: Goats and sheep. Goats are milked and sheep are raised for their wool.

  7) Poultry: The kibbutz chickens lay about a million eggs per year.

  8) Fodder: This branch harvests about 25,000 tons of clover, alfalfa, and silage per year.

c. The average man-day productivity of each member of the kibbutz, including those who are engaged in non-productive labor as well as productive labor, is about two lira.

d. It costs about 90 grush (9/10 of a lira) to maintain a member for one day.

8. The kibbutz represents one of the three types of cooperative agricultural villages in Israel. These types differ in the extent of communal living and the degree of collective ownership.

114. Have a pupil give an oral report on the worker's settlements. He should contrast them with the kibbutz, noting in particular the difference in communal patterns in the two settlements. After the report is completed, ask: Why do you think the moshivim tend to be more popular among the new immigrants than the kibbutzim?

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report is completed, ask: Why do you think the
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Meeker, Israel Reborn, pp. 22, 38.
Eisenstadt, "Israel," in Rose,
Institutions of Advanced
Societies, p. 438.
Life World Library, Israel.
Spiro, Kibbutz, p. 4, 5.

a. The moshav ovdim
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b. The kibbutz (coll
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c. The moshav shittu
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d. The moshavim (wor
rapidly than the
particularly from
immigrants. This
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and a stronger em

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

9. The mass of people a
years immigrated for
states of preparatio
negative.

a. During Israel's f
majority of her i
tion camps. Most
way of life and w
religion, the hor

a. The moshav ovdim (worker's settlement) is an agricultural village in which all land is owned by the Jewish National Fund, but in which each family works its own alloted plot and retains its income for itself. No family, however, is allowed to hire labor. The village's agricultural products are marketed collectively, and consumer goods are bought collectively.

b. The kibbutz (collective) is an agricultural village in which all property is collectively owned, in which work is collectively organized, and in which living arrangements, including the rearing of children, are collective.

c. The moshav shittufi combines the collective work and ownership of the kibbutz with the private living of the moshav.

d. The moshavim (worker's settlements) have grown more rapidly than the other two types of settlements, particularly from the standpoint of the intake of new immigrants. This is perhaps because the moshavim has a more flexible social structure, a less rigid ideology, and a stronger emphasis on economic stability and status.

-learned concepts
s to new data.

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gainst data.

9. The mass of people arriving in Israel during the post-war years immigrated for different reasons, and with different states of preparation. Causes for immigration were primarily negative.

a. During Israel's first three years of statehood, the majority of her immigrants were survivors of concentration camps. Most were unfamiliar with the Israeli way of life and were bound together by three things: religion, the horror of war, and the Yiddish language.

115. Pass out to the class a list of the number of Jewish immigrants to Palestine and Israel by year (1882-1967). Ask pupils to find the years in which the greatest immigration took place. Also ask pupils to attempt to identify where this great wave of immigration came from, given what they learned in the history section. Once they have hypothesized about the likely origins of immigration, distribute a list of countries from which Jews have emigrated to Israel since 1948. Have the class test their hypotheses against this data.

See

s a list of the number of Jewish immigrants to
by year (1882-1967). Ask pupils to find the
reatest immigration took place. Also ask pupils
fy where this great wave of immigration came from,
ned in the history section. Once they have hy-
likely origins of immigration, distribute a list
ich Jews have emigrated to Israel since 1948.
their hypotheses against this data.

See "Selected Readings on the Middle East."

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

G. People do not change their culture unless they feel a need for change.

G. The more a social change threatens or appears to threaten the traditional values of a society, the greater the resistance to that change.

S. Sets up hypotheses.

b. The Civil War in China
Far East. The majorit
lation immigrated at t
The expulsion of Jews
the Arab countries.

c. Many of these people d
They brought with them
which they came and ha
these cultures.

d. These immigrants arriv
numbers made it diffic
Israeli society.

e. Immigration took place
families, groups of fa
times almost complete

f. An increasing proporti
productive occupations.

g. Few of these people we
groups, such as the Kib

h. These immigrants tended
areas, where they maint
homogeneity, apart from
living conditions tende
more settled Israelis.

b. The Civil War in China brought immigrants from the Far East. The majority of the remaining Jewish population immigrated at the time of the Hungarian Revolt. The expulsion of Jews from Egypt added immigrants from the Arab countries.

c. Many of these people did not have a common language. They brought with them the culture of the lands from which they came and had no particular wish to change these cultures.

d. These immigrants arrived in very large groups, and their numbers made it difficult to assimilate them into the Israeli society.

e. Immigration took place in existing social groups, families, groups of families, local areas, and sometimes almost complete communities.

f. An increasing proportion of immigrants had no fixed productive occupations.

g. Few of these people were absorbed into existing primary groups, such as the Kibbutzim.

h. These immigrants tended to settle in special, segregated areas, where they maintained a high degree of social homogeneity, apart from older inhabitants. Their living conditions tended to be poorer than those of the more settled Israelis.

116. Tell the class about the anti-Jewish aspects of the Hungarian Revolt and the expulsion of Jews from Egypt. Ask: Would these Jews be different from those Jews who came to Palestine to build a Jewish nation? Attempt to have the class list probable major differences. Hopefully, they will list differences in basic culture as primary, and they will suggest such facts as language, family structure, occupation, size, and composition of the group migrating. Also, discuss the difference in reasons for migration. Ask: Would these people have the same reasons to build an Israel along the socialist-Zionist lines as the earlier colonists did? Why or why not?

G. The structure of the family varies from society to society and even within the same society.

S. Sets up hypotheses.

S. Sets up hypotheses.

G. An individual or a group brought up in one culture and thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.

10. The later immigrants di
political, and economic
society.

   a. Among the earlier im
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   cultural unit. Auth
   tarian. Marriage is
   and each family unit
   dent of its predeces

   b. Among the later immi
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   skilled labor and ag
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   Parents control thei
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   families and within
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   c. These patterns are u
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   stability.

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10. The later immigrants did not accept readily the social, political, and economic postulates of the absorbing society.

    a. Among the earlier immigrants the non-familistic family structure developed, in which the family does not function as an independent economic, political, or cultural unit. Authority patterns tend to be equalitarian. Marriage is beyond the control of the parents, and each family unit tends to be economically independent of its predecessors.

    b. Among the later immigrants the family structures, particularly among the Oriental groups, tend to be familistic. Many of these families had to shift their occupations from simple crafts and small trade to unskilled labor and agriculture. The family unit is patriarchal, patrilinial, and patrilocal. The household unit is comprised of three or four generations. Parents control their children and determine their choice of spouses. The community is an aggregate of families and within it families of kinsmen tend to cluster and to form united power groups.

    c. These patterns are undergoing a process of forced change which tends to lead to frequent fluctuations and instability.

117. Have pupils read a description of the family structure in Israel and diagram these structures. If further reading on the kibbutz family seems appropriate, pupils might reread the selection on the kibbutz family from the 7th grade unit on the family. Once the reading is completed, ask: How might this difference in family structure affect the way in which the newcomers were integrated into the society? What effect would the language difference have? Would the difference in skin color between the European and Oriental Jews make a difference? Why or why not?

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118. Read aloud the quotation from Binyamin Eliav about the Jewish pressure cooker. Ask: What effect might this mixing of races and cultures have upon Israel? List hypotheses on the chalkboard for reference in the next activity.

From his
Oved, Is

a description of the family structure in Israel and
ructures. If further reading on the kibbutz family
e, pupils might reread the selection on the kibbutz
7th grade unit on the family. Once the reading is
How might this difference in family structure affect
the newcomers were integrated into the society?
d the language difference have? Would the difference
tween the European and Oriental Jews make a difference?

Ensenstade, "Israel"from Rose,
ed., pp. 395-396, and 441,
442.
The Center's seventh grade, "Selected
Readings on the Family."

uotation from Binyamin Eliav about the Jewish pressure
hat effect might this mixing of races and cultures
? List hypotheses on the chalkboard for reference
vity.

From his forward in:
Oved, Israel Today and Yesterday.

S. Applies previously-learned concepts and generalizations to new data.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural norms and values.

S. Sets up hypotheses.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. Conflict with another group leads to the mobilization of the energies of group members and hence to increased cohesion of the group.

d. The newer immigra
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11. There are factors wh
Israeli society as a

a. The threat of out
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b. Israel is a Jewis
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d. The newer immigrants were less idealistic and tended to desire occupations because of their economic stability and high prestige. However, the older groups in the society were often reluctant to accept the newcomers. The new immigrants usually occupied lower socio-economic positions than the old inhabitants, even though they were alloted basic facilities by the state.

11. There are factors which tend to lend stability to the Israeli society as a whole, however.

    a. The threat of outside intervention is a factor which tends to pull the society together. Common service in the armed forces tends to cause integration. The Six Day War illustrated the willingness of most Israelis to work together when threatened from the outside.

    b. Israel is a Jewish state, and even though secularism is strong, basic religious background tends to hold the people together.

    c. Compulsary education tends to provide a common background for the younger members of the society; through that education a common language is developing.

119. Have pupils read:(a) the interview with the Sephardic Jewish student who went to a Ashkenazim secondary school, and (b) the conversation of an American student with the family with whom she was living about Sephardic Jews.

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Ask: How does the point of view illustrated in these readings compare with the cultural postulates which you learned about in your study of the kibbutz? What factors might have caused this change?

120. Have pupils read the series of interviews in the interview section of "Selected Readings. Once they have completed the reading, ask: Do you wish to revise the hypotheses you set up yesterday? Again ask if the values reflected in the readings square with the cultural postulates of the society. What might happen to the society if these points of view were to be in the majority? Do you think these points of view will change over time? What might change them?

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121. Have a good student give an oral report on the attitude of the Israeli people toward each other during the Four Day War of 1967. He should also report on the composition of the armed services, and on who must serve in them. The class should discuss the effect that wars with the Arab states and Army service might have on the society.

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read:(a) the interview with the Sephardic Jewish student
a Ashkenazim secondary school, and (b) the conversation
can student with the family with whom she was living about
ews.

"Selected Readings on the Middle East."

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ltural postulates which you learned about in your study of
? What factors might have caused this change?

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be in the majority? Do you think these points of view
over time? What might change them?

"Selected Readings on the Middle East."

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d each other during the Four Day War of 1967. He should
on the composition of the armed services, and on who must
n. The class should discuss the effect that wars with
tes and Army service might have on the society.

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d. The channels of social
immigrants, although t
take effect.

e. The basic ideology of
basic equality of all
task of the "Ingatheri

G. Some values are conducive to change; some make change difficult.

VI. Political systems in the Middle
in which power is distributed,
fluences upon decision-making
available to the citizen.

d. The channels of social mobility are open to the new immigrants, although this mobility has been slow to take effect.

e. The basic ideology of the nation places emphasis on the basic equality of all citizens and dedication to the task of the "Ingathering of the Exiles."

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fficult.

VI. Political systems in the Middle East differ greatly in the way in which power is distributed, in structure and so in influences upon decision-making and in the political access available to the citizen.

122. Read aloud the following quote from David Ben Gurion: "We will not create in Israel two peoples, one a hewer of wood and drawer of water, and another a superior people. We will be one people or we shall not survive . . ." Tell the class who Ben Gurion is. Ask: If this is the official position of the government, will it tend to make a difference in the prejudiced attitudes you found in the readings? How might this attitude make a difference? Can the government regulate prejudice?

123. Remind the class that Israel is a Jewish state. Ask: Do the Jewish people have any traditions outside formal religion that would make them think that the new immigrants will be assimilated into the culture at large? Do you think that Israel will really fulfill the image that was created by the Zionists? Do you think the culture of the Israeli had any effect on the origins of the Arab-Israeli conflict? Why or why not?

124. This portion of the unit is designed to allow the class to look at the political structures now existing in the Middle East. Rather than look at the political systems of each Middle Eastern state, pupils will examine 5 states which represent different governmental types. They range the gammit from an independent monarchy to a functioning parliamentary republic. The **focus** in this study is on the differences in power distribution, on the flow of political power inherent in these various structures, and on the degree to which the individual member of the society in each structure has access to and can influence political decision-makers. Pupils will also examine the social bases that provide the political socialization necessary to support each structure.

S. Reads for main ideas.

S. Catagorizes data.

S. Develops charts to clarify ideas.

G. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern governmenments; they are very likely really oligarchies.

A. Saudi Arabia can be classified as
The source of political power is t
religious leader (Imam) of his peo

n ideas.

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ts to clarify ideas.

that one could find
utocracies (rule by
x modern governmenments;
likely really oligarchies.

A. Saudi Arabia can be classified as an independent monarchy. The source of political power is the king, who is also the religious leader (Imam) of his people.

The scope of government and the variety of clienteles demands a variety of skills that one man does not possess.

G. The institutions of government, informal or well or formal, constitute its arenas or the structure within which the authoritative decisions of the political process are made. They thus influence those decisions. (Informal institutions include traditional norms.)
   a. They limit access to decision-makers.
   b. They set the procedures of decision-making.
   c. They set the powers of the decision-makers.
   d. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence, and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.

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6. The King is judged
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the official.

1. The King appoints a Council of Ministers which is responsible to him.

2. There are no political parties.

3. The law of the land is the divine law of Islam. The King is the supreme judge of this law.

4. In accordance with Islamic tradition, the Saudi monarchy is elective; but his successor, usually a son, is nominated by the King.

5. The King's power is limited by the restrictions of custom and convention as well as Islamic law.

6. The King is judged by his followers on his sheikhly qualities. According to custom, if his leadership fails, he is superseded. In many ways, the King's authority depends upon his personality.

a. How might it be important to the power of the King that he is also the religious leader of his people?

b. If Islamic law states that the King is elected, how might a King manipulate the system so that his son will also be King?

c. Can the King do anything he wants to in this society? Are there any factors that limit what he can do? What factors could influence his decision-making?

G. Decision-makers react to public opinion, but in differing degrees, depending upon the political institutions.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Political power is unevenly distributed through a population.

G. The institutions of government limit access to decision-makers.

G. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

126. Ask: Given what you have learned about the Bedouin society, can you see any cultural factors that would tend to cause the people to accept this sort of government? (Hopefully, pupils will see the connection between the family structure, the structure of the government of the tribe, and the monarchy.)

127. Have each member of the class make a sketch of the flow chart. Have each pupil pretend to be a small merchant in the Saudi society. Tell the class that they, as individuals, wish to lower the tax on merchants. Have each class member attempt to draw lines of communication and power that would allow him to help to change the tax law. When each pupil is done with his chart, project the basic transparency with an overhead projector. Ask for volunteers to come to the front of the room and show how they would attempt to change the law, by drawing lines of communication. This activity should illustrate that there is very little political power available to the individual member of society in this type of government structure.

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the class make a sketch of the flow chart. Have each a small merchant in the Saudi society. Tell the class iduals, wish to lower the tax on merchants. Have each t to draw lines of communication and power that would o change the tax law. When each pupil is done with his basic transparency with an overhead projector. Ask ome to the front of the room and show how they would he law, by drawing lines of communication. This activte that there is very little political power available ember of society in this type of government structure.

Student-made transparency.
Overhead projector.
China marking pencil.

G. Constitutions change by formal amendment and by changes in custom and interpretation.

G. The institutions of government, informal as well as formal, constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus influence those decisions. (Informal institutions include traditional norms.)
   a. They limit access to decision-making.
   b. They set the procedures of decision-making.
   c. They set the powers of the decision-makers.
   d. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence; and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.

G. Decision-makers react to public opinion, but in differing degrees, depending upon the political institutions.

B. The government of Jorda
or regulated monarchy.
a great deal of power.

1. The constitution ves
King and his male he

2. The King is head of
responsibility."

3. The King promulgates
execution.

4. The King declares wa
consent of the Counc

5. The King orders elect
dissolves the legisla

6. The King appoints the
the Prime Minister's
and the Ministers are
legislature.

7. The Parliament or Nat
legislature. The mem
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The lower chamber of
of 20 members, 18 of
the remaining 2 by Be

8. All members of Parlia
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B. The government of Jordan can be classified as a constitutional or regulated monarchy. Within the constitution, the King has a great deal of power.

1. The constitution vests all executive authority in the King and his male heirs.

2. The King is head of state and "immune from liability and responsibility."

3. The King promulgates all laws and supervises their execution.

4. The King declares war and concludes treaties with the consent of the Council of Ministers.

5. The King orders elections held and convenes, adjourns, and dissolves the legislature at will.

6. The King appoints the Prime Minister and the Ministers on the Prime Minister's recommendation. The Prime Minister and the Ministers are responsible to the King, not the legislature.

7. The Parliament or National Assembly consists of a bicameral legislature. The members of the upper chamber, or Council of Notables, are appointed by the King for eight years. The lower chamber of Council of Representatives consists of 20 members, 18 of whom are elected by male suffrage, the remaining 2 by Bedouin tribes.

8. All members of Parliament take an oath of loyalty to the King and to the Constitution.

9. Legislation is approved by both the King and the Councils. The King has suspensory veto of one year over bills approved by the two councils.

128. The group that has been doing research on Jordan should give its report at this time. They, too, should use the large flow chart to illustrate political power and decision-making in the constitutional monarchy. After the report is completed discuss the following questions:

a. In this sort of government, how much power does the parliament have? What could the king legally do to stop the parliament from passing a law that he does not want passed?

b. In this sort of government, what control might the parliament have over the king? (Very little, short of revolutionary change.)

c. If the parliament has so little power given to it by the constitution, how might it go about getting more power. (Change in constitution or revolution)

d. What function might the elected legislature have for the people in such a government? (To allow the people to feel that they have some part in government.)

e. What factors would affect the King's decision-making?

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.

G. Political power is unevenly distributed through a population.

G. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

10. While there are
have taken deep
the Baath and th
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Jordan, and the
Brotherhood is n

10. While there are political parties in Jordan, they never have taken deep roots. There are two legal parties, the Baath and the National Socialists, but they are without strong leaders. There are few Communists in Jordan, and the Communist Party is outlawed. The Muslim Brotherhood is not active in the country.

129. Again, the class should discuss the probable cultural postulates that are part of the culture in Jordan. Ask: Can you identify any traits evident in the Arab village that would reinforce this type of government? (Hopefully, they will see that the acceptance of the patriarchal extended family, the isolation and disinterest in national politics, and the strong role of religion in the village culture have some relationship to current government.) At this point, ask: Can you identify any change in the culture at large that might mean a possible demand for change in the government of Jordan?

130. Using the overhead projector, project the flow chart on Jordan. Again put each pupil in the role of a citizen of Jordan. This time he might be a student just back from studying in America. He wants to influence the government to provide irrigation facilities for his village. After pupils have had time to think, ask several of them to show what channels they might use to reach the government. (Hopefully, pupils will see that it could be possible to reach the king through a member of the parliament, even though action would be very improbable if it did not fit the wishes of the King.)

G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.

G. Compromise is more easily achieved in those political systems in which there is agreement on questions touching the fundamental social, economic, and political institutions.

C. Lebanon can be class
a bicameral legislat
in that it must depe
number of religious-
interests.

1. The President is
of six years.

2. The President app
the Ministers.

3. The President nom
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two-stage process

4. With the authorit
dismiss the legis

5. The Cabinet is re

6. Government is onl
the leaders of ma

7. The President mus
a Sunni Muslim.
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Beirut constituenc
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Sh'i, one Maronite
one Protestant, o
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C. Lebanon can be classified as a parliamentary republic with a bicameral legislature. It is an unstable system, however, in that it must depend upon a delicate balance between a number of religious-political groups with widely divergent interests.

1. The President is elected by universal suffrage to a term of six years.

2. The President appoints the Prime Minister and can dismiss the Ministers.

3. The President nominates seven of the sixteen members of the Chamber of Senators; the Deputies are elected by a two-stage process.

4. With the authority of the Cabinet, the President can dismiss the legislature.

5. The Cabinet is responsible to the legislature.

6. Government is only possible through compromise between the leaders of majority religious-political groups.

7. The President must be a Christian and the Prime Minister a Sunni Muslim. The chamber must be made up of a specific proportion of members of these groups. For instance, the Beirut constituency consisted of the following representatives, by law, in 1950: four Sunni Muslims, one Sh'i, one Maronite, one Greek Catholic, one Greek Orthodox, one Protestant, one Armenian Catholic, two Armenian Orthodox, and one from other minorities.

131. The research group on Lebanon should present its report at this time. This is a difficult system on which to report, in that the religious-political parties play such an important part in the government. Again, the group should attempt to show the flow of power using a chart. Be sure that this chart brings out the role of the religious and political parties. (The lines of power should flow up from the parties to the legislature, but down from the parties to the people.) After the report is completed, do the following:

    a. Tell the class that the government of Lebanon has changed a number of times in the last few years in ways other than by election. Ask: What is there about the system that would allow this to occur?

    b. Tell the class that, by law, the President must be a Christian and the Vice-President must be a Sunni Muslim. Ask: Why do you think such a provision exists? What might occur if the President died and the Vice-President came to power?

    c. Tell the class that the Muslim birth rate is a good deal higher than the Christian birth rate in Lebanon. Ask: What is likely to occur when there are more Muslims in the country than there are Christians?

G. The institutions of government, informal as well as formal, constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus influence those decisions. (Informal institutions include traditional norms.)

a. They limit access to decision-makers.
b. They set the procedures of decision-making.
c. They set the powers of the decision-makers.
d. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

G. Any decision is in part a product of the internalized values, perceptions, and the experiences of the persons making the decision.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence; and as a result, those advisors who can provide him with it have an important base for exerting power and influence on the official.

G. Decision-makers react to public opinion, but in differing degrees, depending upon the political institutions.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

132. Project the chart on Lebanon once more. Call attention to the fact that the lines of power point down from the religious-political parties to the people. If they did not do so earlier, ask the research group to explain this to the class.

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Again, set up a hypothetical situation. Have each pupil place himself in the role of an influential Muslim who would like to see Muslim schools subsidized by the government while Christian schools would not be subsidized. Again, have individual students attempt to work through the government to realize this objective. (Hopefully, pupils will see that, while it might not be possible to pass this law given the present structure, it might be possible to topple the present government if all Muslims cooperated and to form a new government that could pass the law.) Ask: What effects might this sort of government have on the society as a whole?

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eople. If they did not do so earlier, ask the re-
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le?

Student-made transparency.
Overhead projector.
Marking pencil.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are but most suggest common values, a communication system, a stable society, and a minimum economic well-being.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social institutions prevail and become the focus of political competition.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

G. Since democracy is the chief political expectation of the times, oligarchies have to accept the symbols and forms of democracy, if not its substance.

G. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention, and expertise.

D. The government of the Unite
as a "democratic socialist
the people's working forces
could be defined as an olig
ship.

1. Nasser, President of the
organizer of a successfu
He has remained in power
The country has been gov
visional constitutions,
following provisions.

   a. The President has the
   Vice-Presidents.

   b. The President appoint

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st common values, a communi-
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cracy is the chief political
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s maintain themselves
forms of democracy by
resources, information,
and expertise.

D. The government of the United Arab Republic defines itself as a "democratic socialist state based on the alliance of the people's working forces." In more general terms, it could be defined as an oligarchy or perhaps as a dictatorship.

1. Nasser, President of the U.A.R., rose to power as the organizer of a successful coup by young army officers. He has remained in power through election by plebicite. The country has been governed under a series of provisional constitutions, the latest of which has the following provisions.

   a. The President has the power to appoint one or more Vice-Presidents.

   b. The President appoints and dismisses Ministers.

133. The group that has done research on the United Arab Republic should report at this time. This group should present background which would explain the officers' revolution and Nasser's rise to power. They should use a chart to explain power relationships and decision-making. When their report is completed, do the following:

   a. Say: The government calls itself a "Democratic Socialist state." Would you define it as a Democracy? Why or why not?

   b. Ask the students to define specific factors within the government structure that they consider democratic. (Hopefully, they will note the great power of the President, and the fact that a person must belong to the single party to be elected to government.)

   c. Explain the structure of the Arab Socialist Union, if the research group did not do so. Ask: If Nasser is the leader of the party, and the lines of power within the party flow from the top down, is it possible for the lines of power in the government to flow from the people up? If this government is not a Democracy but an oligarchy, why does it have democratic forms?

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f this government is not a Democracy but an
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Student-made chart.

G. The individual citizen approaches the political process with a complex of political attitudes, outlooks, values, and goals. (He may know nothing of the political system and so may be forced to take all of his political cues from a political leader or organization; or he may be knowledgeable about the political system).

G. Control of political communication is effective control of political behavior.

G. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of the many.

c. The President, in co
lays down the genera
political, economic,
and supervises its e

d. The President has th
promulgate laws.

e. The assembly has the
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f. The National Assembl

1) The members are e
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2) Members are elect
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3) The Assembly conv
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4) The Assembly's ma

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2. The United Arab Republi
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overn in the name of the many.

c. The President, in collaboration with the government, lays down the general policy of the State in all political, economic, social, and administrative fields and supervises its execution.

d. The President has the power to initiate, oppose, and promulgate laws.

e. The assembly has the power to override a presidential veto by a 2/3's majority.

f. The National Assembly consists of 350 members.

   1) The members are elected by secret universal suffrage and must by at least 30 years old, able to read and write, and be members of the Arab Socialist Union (the country's only political party).

   2) Members are elected from 175 constituencies with each represented by two members, at least one of whom has to be a worker or a farmer.

   3) The Assembly convenes every November for at least seven months.

   4) The Assembly's mandate is for five years.

g. The President has the right to dissolve the Assembly, but he must call fresh elections within sixty days.

2. The United Arab Republic is a one party state, and that political party is controlled by the President. That party also controls the government.

d. Explain that Egypt's former government resembled that of Jordan. Ask: Does your study of Egypt cause you to revise some of the predictions that you made during the study of the government of Jordan?

G. Polical power is unevenly distributed through a population.

G. The institutions of government limit access to decision-makers.

G. Political activity, by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

G. One party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.

G. Recent oligarchies have often been symbolized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the regime personalizes that loyalty in the leader.

G. The institutions of government, informal as well as formal, constitute the arenas or the structure within which the authoritative decisions of the political process are made. They thus influence those decisions.

E. Israel is a parliament
it has no written cons
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fluence those decisions.

E. Israel is a parliamentary Republic, though, like Britain, it has no written constitution. It has a democratic structure, and its people have a strong democratic tradition.

134. Again, put the class in a hypothetical situation. Tell each pupil to imagine that he is a young Egyptian just out of school and would like to enter political life, perhaps be elected to the National Assembly. Would this be possible? What would they have to do? (Hopefully, they will see that membership in the party and agreement with its principles might allow them to do this.) At this point, tell pupils that they are opposed to Nasser, and that they would like to help to create a true democracy in Egypt. Ask: Would this be possible? (Again, hopefully they will see that this would be difficult, but perhaps possible if they could find other party members that agreed with them and if they could work within the confines of the Party.) Ask: How likely would this be?

135. Ask: Given what you know about the Arab society as a whole, do you think that Nasser's government is popular? (Hopefully, they will find evidence to support arguments from both sides of the question, given their knowledge of the Arab culture.) Tell the class that Nasser was elected by better than 90% of the voters in the last election, and that, when he tried to resign after the Four Days War, the people demanded that he stay in office. Again, allow the class to react to this statement.

136. Have the group studying the Israeli political system report at this time. This group should compare the Israeli government with that of Great Britain. The group should use their chart of the structure of the government to explain power relationships and political decision-making in Israel. (The lines of power should run from the people, to the political parties, to the Knesset, to the President.) The pupils should also be sure to note

(Informal institutions include traditional norms.)
  - a. They limit access to decision-makers.
  - b. They set the procedures of decision-making.
  - c. They set the powers of the decision-makers.
  - d. They set the boundaries and dimensions of the political playing field and fix the rules of the game played in it.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the persons making the decision.

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence and as a result, those advisors who can provide them have an important base for exerting power and influence on the official.

G. Decision-makers react to public opinion, but in differing degrees, depending upon the political institutions.

G. A law or policy must be effectuated and applied; in that process the whole decision-making and influence process goes on again.

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1. The Knesset (legislature) is a single chamber of 120 members elected to a maximum term of four years by universal suffrage on the basis of proportional representation of political party lists.

2. The Knesset elects the President of Israel.

3. The President charges the head of the largest party with the task of forming a government from Knesset members and others.

4. That government must be confirmed by a vote of confidence from the Knesset.

5. The Knesset is the supreme governmental authority in the land.

6. The President has very little power, and his functions are formal.

7. The judiciary is independent, and the Supreme Court of Israel is the highest court of appeal and can hear charges of illegal action by public authorities.

8. A large number of parties are represented in the Knesset.

9. The whole country is taken as a single constituency with 120 mandates (or members in the Knesset). These memberships are distributed among the political parties in proportion to the number of votes obtained by each of them. This system encourages a large number of small political parties.

the number of political parties and their importance in the government. When the report is completed, the class should discuss the following questions:

a. If Israel is a democratic government, should it be like the government of the United States?

b. Look at the chart. How is the government different from that in the U.S.? How is it the same? What factors influence decision-making?

c. After your study of Lebanon, do you see any danger in having the number of political parties which exist in Israel? What is there about this type of political system that encourages many political parties?

d. Explain to the class the primary political issues that create the Israeli political parties. Ask: Given your knowledge of Israel, do you think these issues are really important?

e. Have the pupils look at the chart on the percentage of votes per party in Israeli elections. Have each pupil work out a coalition government from these parties. Ask: Would it make much difference which party the Mapai allied with? Why

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is completed, the class should discuss the following

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eli elections. Have each pupil work out a coalition
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ie Mapai allied with? Why

Safran, Israel Today, p. 36.

G. The number of political parties in the system will depend on the basic nature of the cohesions and conflicts in the society, on the government structure, and on the electoral system.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (There is a difference in value assumption about the individual, his worth and competence.)

G. The democratic system indludes the following values; respect for the individual and for individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.

G. The decision-maker reacts to pressures from other decision-makers as well as from the outside.

S. Generalizes from data.

S. Identifies differences.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals,

11. There are 5 major axes
    today.
    a. socioeconomic doctr
    b. religion
    c. the territorial iss
    d. the foreign policy
    e. the ethnic issue

12. Israeli political life
    parties are based on s
    This fact, along with
    could lead to instabil

11. There are 5 major axes of political opinion in Israel today.
    a. socioeconomic doctrine
    b. religion
    c. the territorial issue
    d. the foreign policy issue
    e. the ethnic issue

12. Israeli political life is very intense, and the political parties are based on strong differences in ideology. This fact, along with the great number of political parties, could lead to instability in government.

137. At this point, ask pupils to compare all of the charts representing the structure of the governments of the Middle East. Ask: Can you generalize about these charts? Can you find a basic difference between the Arab states as a group and Israel? Might this difference help explain the Arab-Israeli conflict? Why or why not?

and the ability to oppose which democracy presupposes all depend on a high degree of personal freedom.

S. Generalizes from data.

S. Identifies differences in data.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which presupposes all depend on a high degree of personal freedom.

G. Political scientists have long assumed that there are social conditions which a society must meet before it can "make a go" of democracy; they hardly agree on what they are but most suggest common values, a communication system, a stable society, and a minimum economic well-being.

G. Democracy does not bear up well in societies in which basic dissatisfaction with the social institutions prevail and become the focus of political competition.

G. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.

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VII. Middle Eastern economic systems differ greatly in how they resolve the basic economic questions of what and how much to produce, how it shall be produced, and who shall get what goods and services.

138. Now have pupils compare the political systems of the Middle East with that in the U.S. How do they differ in terms of how widely power is shared? in terms of the factors affecting political decision-making? in terms of the role of the individual citizen? What socio-economic factors help explain the greater political instability in the Arab states over that in both Israel and the United States? What socio-economic factors help explain the types of political systems developed in the Middle Eastern countries?

139. Tell the students that now that they have learned more about the social and political systems of the Middle East, they can better understand the economic systems of some of the Middle Eastern countries. Remind them of their earlier study of some of the economic problems of the Middle Eastern nations. Have the class review some

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that now that they have learned more about the cal systems of the Middle East, they can better onomic systems of some of the Middle Eastern d them of their earlier study of some of the economic iddle Eastern nations. Have the class review some

Babian, The Middle East, Old
Problems and New Hopes,
p. iv.

G. At any specific time economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

S. Sets up hypotheses.

G. Capital formation through saving is a major means of increasing an economy's total output over time because it increases productive capacity.

G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

S. Sets up hypotheses.

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G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

S. Sets up hypotheses.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation

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A. Saudi Arabia is a mixed economy. Tradition is still most important in the economic life of the tribes and villages, but the market plays an important role in cities. The government, with its oil revenues, has the largest funds for investment and tends to dominate the national economy.

1. The economy of Saudi Arabia is dominated by the oil industry. It provide about 85% of the government's revenue, 90% of the foreign exchange, and is the major impetus to commercial and industrial activity.

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of the problems of developing nations. Ask: What economic questions must every society answer in one way or another? (Review from earlier study.)

If this unit is being studied in the ninth grade course, review what pupils learned earlier about factors affecting output. If this unit is being studied in the eighth grade course, discuss briefly the factors involved in production. Now ask: What would be needed to increase output and raise living levels in the Middle East? How might the money needed for this investment be acquired? What groups within the Middle Eastern countries would be able to save in order to invest?

is being studied in the eighth grade course, discuss briefly the factors involved in production. Now ask: What would be needed to increase output and raise living levels in the Middle East? How might the money needed for this investment be acquired? What groups within the Middle Eastern countries would be able to save in order to invest?

140. Direct the attention of pupils to their earlier study of the culture and the political system of Saudi Arabia. Ask: Given what you know about Saudi Arabia, how do you think the people would solve the basic economic questions? What do you think the most important economic product of Saudi Arabia might be? How would the question of how much of this product to produce be answered? How would it be decided how to produce this product? How would it be decided how the profits from this product should be distributed? In other words, have the class attempt to build a hypothetical structure of the economic system of Saudi Arabia.

141. Have the students read about the economy of Saudi Arabia, and other oil producing states to check their hypotheses. As they read, they should make notes on the data that would pertain to the basic economic questions

of developing nations. Ask: What economic questions
ty answer in one way or another? (Review from earlier

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to check their hypotheses. As they read, they should
data that would pertain to the basic economic questions

GCSSP/Area Study 2, *The Middle
East*, Ch. 12.

of resources are made rather than in who owns the resources.

G. Economic systems are usually mixed.

G. Many economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems, reciprocal relationships are combined with a market system or a command system or both.

S. Tests, refined, and eliminates hypotheses and works out new ones when necessary.

of resources are made rather than in who owns the resources.

G. Economic systems are usually mixed.

G. Many economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems, reciprocal relationships are combined with a market system or a command system or both.

S. Tests, refined, and eliminates hypotheses and works out new ones when necessary.

S. Sets up hypotheses.

S. Tests hypotheses against data.

   a. While other pursuits are of minor economic importance, at least 75% of the population is engaged in agriculture and animal husbandry.

   b. A very small proportion of the population is engaged in the oil industry.

2. Oil revenues, which are produced by foreign corporations, are paid directly to the government; because of this, the government has primary influence on the major aspects of the country's economic life.

   a. Oil revenues have been largely spent on consumption, mostly of foreign goods, rather than in domestic investment.

   b. The primary beneficiaries of the oil industry have been the royal family, and those people involved directly with the oil industry.

   c. While some money has been spent for domestic development, such as wells and pipelines for water, a railraod, educational and medical services, most of this investment has been wasted through lack of planning.

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c. While some money has been spent for domestic development, such as wells and pipelines for water, a railraod, educational and medical services, most of this investment has been wasted through lack of planning.

3. The traditional economy has been based on small, self-sufficient units as the oasis, village, or the tribe. The government has done very little to change this economy, which is based primarily on nomadic animal husbandry.

B. Tradition plays an even more important role in resolving the basic economic questions in Jordan than it does in Saudi Arabia.

and how they are answered in this society. Most of the class shoul read from the Greater Cleveland booklet. The better readers should use the other references referred to in the materials section.

After students have completed their reading, hold a discussion in which they examine their hypotheses. They should modify, discard, or accept each hypotheses. And they should develop nes generalizations if necessary.

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Babian, Haig, The Middle East, Old
Problems and New Hopes,
pp. 52-55.
Lipsky, Saudi Arabia, Ch. 10.

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After students have completed their reading, hold a discussion in which they examine their hypotheses. They should modify, discard, or accept each hypotheses. And they should develop nes generalizations if necessary.

2. Ask: To what extent do you think the economies of other Middle Eastern nations would resemble that of Saudi Arabia? (Hopefully, pupils will hypothesize that this type of economy would be typical of other primary oil producing nations, and, in its agricultural phase, typical of such

wered in this society. Most of the class should r Cleveland booklet. The better readers should nces referred to in the materials section.

completed their reading, hold a discussion in heir hypotheses. They should modify, discard, heses. And they should develop nes generali-

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Babian, The Middle East, p. 50.

G. Many economic systems are affected heavily by tradition and reciprocal relationships which have grown up in the past. In all systems, reciprocal relationships are combined with a market system or a command system or both.

S. Sets up hypotheses.

1. Jordan is primarily a desert country, and its primary industry is agriculture and nomadic herding.

    a. Before 1958, Jordan's population consisted largely of nomadic tribes.

    b. Jordan has acquired, because of the wars with Israel, a large number of Palestinian Arabs, who have been agricultural villagers. This is a large problem, because Jordan does not have the agricultural resources to support them.

2. The government has carried on some agricultural improvements such as irrigation, but their success has been limited, since the government does not have large revenues to invest.

C. The United Arab Republic has developed an economic system dominated by the government; however, it remains a mixed economy.

nations as Jordan.) Perhaps it would be appropriate to have the class read the short section on Jordan in Babian and discuss the similarities and differences between the economy of Saudi Arabia and Jordan.

nations as Jordan.) Perhaps it would be appropriate to have the class read the short section on Jordan in Babian and discuss the similarities and differences between the economy of Saudi Arabia and Jordan.

43. Now have the class turn to the economic system now operating in the United Arab Republic. Tell the students that the Egyptian economic system is probably the most successful one now operating in any Arab nation. Again ask them to attempt to build a hypothetical economic system, structured around the basic economic questions, given what they know about the cultures of the Arab village and the Arab city. They should also take into account what they learned about the political system of the U.A.R.

Break the class into small buzz groups, and have each group attempt to develop hypotheses. After about 15 minutes, bring the class together and list the hypotheses developed on the chalkboard. To encourage discussion, you might ask such questions as: Do you think that the public or private sector of this economy would be more important? Why? What might the primary objective of the government be, given what you know about the government structure? Who, or what, will decide on how goods or services in this economy are distributed?

S. Tests hypotheses against data.

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions are made rather than in who owns the resources.

G. All the institutions of a society are related; a change in one institution is likely to affect other institutions.

G. Economic systems are usually mixed.

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1. Nasser has sought solutions to Egypt's problems in a crash program of industrialization and a highly centralized, nationalistic socialism.

   a. The government owns and controls over 90% of the nation's industry.

      1) All public services, including railways, roads, ports, airports, power supplies, dams, sea, land, and air transport, are owned by the government.

      2) The majority of heavy, medium, and mining industry is owned by the government. While there there is private industry in this field, it is controlled by the government. Light industry is open to private investment, but it, too, is controlled by the government.

      3) Foreign trade is under full control of the government. The governement owns 75% of the export business, and the rest is under government control.

      4) Banks and insurance companies are government owned.

      5) A highly progressive income tax in effect limits income in Egypt to 5,000 pounds per year.

      6) Because of nationalization, there is very little private investment made from either inside or outside of the country.

2. A strong land reform program has limited the ownership of agricultural land on any large scale. Agricultural land is limited to one hundred feddans, per family.

144. Have the class read about the economy of the U.A.R. to check on their hypotheses about the economic system. Pupils should take reading notes based on the structure of the basic economic questions that must be answered by each society. Most of the class should read appropriate material from the GCSSP area study, with better readers using the other sources listed or sources that are available in the individual school.

Once the reading has been completed, hold a discussion in which the class analyzes the hypotheses developed in the buzz groups. Again each hypothesis should be tentatively accepted, modified to make it acceptable, or discarded by the class. Encourage pupils to develop generalizations based on their reading.

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GCSSI Area Study 2, The Middle East, Ch. [illegible].

Febian, The Middle East, Old Problems and New Hopes, pp. 47-56.

Mansfield, Nasser's Egypt, pp. 129-167.

Stavrianos, ed., Readings in World History, pp. [illegible].

3. Ownership of build
rent restriction.

S. Identifies differences in data.

S. Generalizes from data.

D. Other Arab countries
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S. Sets up hypotheses.

E. Israel has a mixed eco
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labor unions play mo
Arab states.

3. Ownership of buildings is controlled by taxation and rent restriction.

D. Other Arab countries are also mixed economies in which both government and tradition play important roles in resolving the basic economic questions facing any society.

E. Israel has a mixed economy in which the government plays a central role; however, private domestic industry and labor unions play more important roles than in the Arab states.

145. The class should compare the economic systems discussed to this point. How are the systems used in Saudi Arabia and in the U.A.R. different? Are there different ways of answering the basic economic questions in the two nations? Are the purposes of the two economic systems different? Do Nasser and King Saud maintain control of the system for the same reasons? How do these systems affect the people living under them?

146. Have each pupil read an account describing the economic system of another Arab country. He should be prepared to tell the class about how it resembles or differs from the ones studied so far. Discuss: To what extent and in what ways do the Arab economic systems resemble each other?

147. At this point, the class should consider Israel's economic system. The same procedure should be used. Again, ask the class, given what they know about the social and political systems of Israel, what they think the economic system will be like. How will the Israeli answer the same basic economic questions? Perhaps stimulate discussion by asking a series of questions such as: Will there be more private industry in Israel than in Egypt? Why or why not? Who or what will determine what and how much should be produced in Israel? How was this determined in the kibbutz? Would industry tend to produce more for consumption or for capital goods than Egypt? Why? Again, lead the class to develop a series of hypotheses about the Israeli economic system based on their knowledge about the social and political culture.

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Babian, The Middle East, pp.
41-43 (Turkey), 43-47
(Iran), 51-52 (Iraq).
Stavrianos, Readings in World
History, pp. 550-552
(Town in Syria).

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G. Economic systems are usually mixed.

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re usually mixed.

1. The government has taken a central role in the development of Israel's economy.

   a. Government-owned industry generates about 1/4 of her national product.

   b. The government owns such industries as railways, post, telegraph and telephone, and has carried out such public works as road construction, irrigation, and drainage schemes, afforestation, conservation, etc.

   c. The government owns more than 50% of the shares of more than 100 corporations engaged in commercial activities

2. The Histadrut (Israel Federation of Labor) has also taken a central role in Israel's development.

   a. Most of Israel's working population are members of Histadrut.

   b. Histardrut is the largest single employer in the country.

   c. It has interests extending into agriculture and industrial production, commerce, insurance, finance and banking, housing and construction, land, sea, and air transport, health, education, welfare, culture and the arts.

   d. In 1963 it employed more than 1/4 of Israel's work force, grew 75% of the nation's food, and accounted for 26% of the nation's G.N.P.

   e. It has a relationship with the government through joint ownership of industry.

148. Have the class read about the economy of Israel to check their hypotheses about its economy. The GCSSP area study should be the basic reading, although more of the students should be able to read Safran which is a more complete source.

GCSSP A
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Safran,
pp

Again, the students should accept, modify and discard hypotheses and develop new generalizations during a class discussion.

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bout its economy. The GCSSP area study should be the
ing, although more of the students should be able to
n which is a more complete source.

students should accept, modify, and discard hypotheses and
w generalizations during a class discussion.

GCSSP Area Study 2, The Middle East, Ch. 12.

Safran, Israel Today, A Profile, pp. 48-59.

S. Identifies differences in data.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investments) needed to achieve a given growth rate.

3. The government
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4. The division of
Israel than in

    a. Israel's ser
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    b. About 10% of

    c. 14.3% of the
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    d. 24.8% of the
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3. The government is responsible for financing 50 to 80% of total domestic investments.

4. The division of the work force is very different in Israel than in the Arab states.

   a. Israel's service sector of the economy (commerce and banking, transport and communications, personal and government services) is very large. It accounts for about 50% of the GNP.

   b. About 10% of Israel's labor force is in construction.

   c. 14.3% of the labor force is in agriculture. Agriculture produces about 11% of the GNP.

   d. 24.8% of the labor force works in industry which produces about 24% of the national income. Most industry, however, is small scale industry, with less than 2% of the industrial plants employing more than 100 workers.

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149. If this unit is being taught in a ninth grade class, have the pupils compare these economic systems in the Middle East with the American exonomic system. Ask: Why do you think they differ?

S. Uses Reader's Guide to locate information.

G. The international system may be looked at as a series of power relationships.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships among countries, expectations about how other nations will act, and domestic problems at home.

S. Considers possible consequences of alternative courses of action.

G. Decision-making is affected by a number of factors.

VIII. Other countries
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VIII. Other countries of the world, including the United States, are likely to have an important influence upon the outcome of the Arab-Israeli conflict.

(At the time of the writing of this unit, the United States and Great Britain tended to support Israel, while the Soviet Union and the Soviet block supported the Arab nations. China strongly supported the Arab nations in a moral sense, but provided very little physical help. This situation is subject to change, however, and the students should use current materials for this activity.)

150. In a discussion situation, ask: Do you think the differences in economic systems might have contributed to the conflict between the Arab states and Israel? Why or why not? This discussion should lead again to a broader discussion of the causes of the conflict.

151. Ask: How might nations outside of the Middle East affect the Arab-Israeli conflict? What positions do the major nations of the world take toward the conflict? How may these positions affect the eventual outcome?

The students should use the Reader's Guide to look up current articles on international involvement in the conflict. Students should then report to the class on their findings, and the class should attempt to discover how these alignments affect the Middle East.

152. Put the students in the position of the President of the United States, or senators on the Senate Foreign Relations Committee. Ask them what policies the U.S. should take toward the Arab nations and toward Israel. What policy considerations would have to be considered in such a decision? Have each student write a short paper in which he takes a position, defends it, giving data from what he has learned about the Middle East. He should also describe the factors which influenced him as President or Senator in making this decision. Afterwards, discuss different positions taken by class members. Do the

on situation, ask: Do you think the differences in economic
have contributed to the conflict between the Arab states and
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How may these positions affect the eventual outcome?

Use the Reader's Guide to Periodical Literature to locate articles.

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differences arise from differences in value positions or from differences in predictions about the results of alternative courses of action? Compare the positions taken by class members with those taken during the first part of the unit.

153. As a culminating activity, ask: What are the causes for the conflict in the Middle East? Hopefully, pupils will mention geographic, religious, historic, social, political and economic causal factors. After the students have had a chance to discuss factors, ask: Can we come up with any simple resolution to the conflict? If a simple resolution is forthcoming from one of the pupils, ask the class to challenge it. Through this sort of discussion, help students come to a realization that there is no one answer to the question of the Middle Easter problem, and that complex events have many and complex causes.

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